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ABSTRACT

A project was planned to establish two model community career education centers (CCEC) aimed at providing career development programs and counseling to adults not presently having access to such services; developing instruction programming tailored to local needs and conditions; increasing the effectiveness of such programs which already exist; and demonstrating the feasibility of expanding the CCEC concept. Learner outcome objectives are being developed so that adult learners will acquire knowledge, skills, and attitudes to make effective career decisions through systematic career development, counseling, and experience. Problems with content and delivery systems caused restructuring of learner objectives into self-contained life skills modules. Future program development will center on curriculum redesign in the areas of self-assessment and development; career awareness; career decision making; employment seeking; work effectiveness; and personal economics. A modification of the Career Skills Assessment Program--Experimental Edition, along with the curriculum redesign will make up the basis of the second year operations. (The report includes major activity descriptions; how the CCEP was established in various Connecticut communities, the incorporation of modifications, and dissemination activities. A little more than half of the document is an evaluation report of the project, outlining the learner outcome objectives, performance criteria, and group evaluations; the report concludes with a summary and recommendations.) (CT)

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ED167821

FINAL PROJECT PERFORMANCE REPORT

Community Career Education Center Project
Cooperative Educational Services
Norwalk, Connecticut

October, 1978

Submitted by:

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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REPORT ABSTRACT
BASIC PROJECT INFORMATION

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8. Project Title: Community Career Education Center

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Introduction

The primary goal of the exemplary project was to plan and establish two model Community Career Education Centers (CCEC) exemplifying the following thrusts:

- a. provide targeted adult populations not served by present institutions with access to comprehensive programs of career development and counseling services;
- b. develop instruction programming in each Center reflective of local needs and tailored to local conditions;
- c. collaborate with existing educational agencies, business industry, labor, educational and community organizations both to develop increased opportunities for career education services and to coordinate the efficient utilization of existing community resources; and,
- d. demonstrate the educational and economic feasibility for expanding the Center concept statewide.

The final report is organized according to areas outlined in "Basic Information Required by OMB," (Form 467). Preparation of the present report was the responsibility of both Project Director and Project Evaluator; field reports were compiled by Ms. Sheila Brevard (Stamford CCEC) and Mr. Joseph Turner (Bridgeport CCEC).

Objectives

From the multi-faceted goal statement, specific process and learner outcome objectives were derived.

Process Objectives

The overarching process objective stressed the establishment of two model Community Career Educational Centers located in major urban areas serviced by Cooperative Educational Services. Systems were devised and

maintained: (a) to coordinate the delivery of the Adkins Life Skills Employability Series, including additional career educational development and guidance services; and (b) to utilize increased collaboration with existing business-industry-labor organizations and educational and community agencies. Specific process objectives included:

- employ qualified staff;
- establish each Center;
- train Life Skills Educators;
- field trial of ALSES;
- conduct a public awareness campaign for community and regional visibility
- establish referral linkages between various community agencies and each CE Center;
- install Life Skills Employability Series Program in both the Stamford and Bridgeport Career Education Centers, and
- initiate and maintain contact with various business, industry and labor organizations

Learner Outcome Objectives

The overarching learner outcome objective stated adult members of targeted populations would acquire knowledge, skills and attitudes to make effective career decisions (choose, find, get and hold jobs) through their engagement in a process of systematic career development, counseling, and experience. Specific learner outcomes included:

- upon completion of Unit One, adult participants will identify personal characteristics and experiences having important implications for career decision-making;
- upon completion of Unit Two, adult participants will both explore and compare jobs systematically, utilizing a set of previously defined job categories;

upon completion of Unit Three, adult participants will acquire knowledge pertaining to additional sources of information about jobs and training programs they may pursue; in addition, they will refine present telephoning and letter-writing skills;

upon completion of Unit Four, adult participants will devise strategies to identify and utilize personal and professional contacts in order to find out about and to get jobs or job training;

upon completion of Unit Five, adult participants will (a) practice job exploration behaviors, (b) formulate job alternatives, and (c) select at least one job that will satisfy their personal and financial needs;

upon completion of Unit Six, adult participants will select realistic, non-vocational goals, and develop the steps necessary to attain these goals, including time schedules;

upon completion of Unit Seven, adult participants will devise strategies for selecting career goals, including the identification, planning and scheduling of steps they must take in order to achieve these goals;

upon completion of Unit Eight, adult participants will prepare completely an employment application form in a manner that will make a favorable impression upon a prospective employer;

upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations; and

upon completion of Unit Ten, adult participants will develop problem-solving strategies to successfully deal with on-the-job problem situations; additionally, they will analyze work habits that tend to avoid or minimize problem-causing situations.

In the following section, activities installed to attain each specific process objective are elaborated. Preceding the discussion, Tables 1-6 illustrate the relationship between objectives and activities.

Table 1

Process Objectives: to plan and establish two model Community Career Education Centers in major urban areas in Fairfield County; procedures will be initiated and maintained through these Centers to coordinate the planning and delivery of career education services utilizing increased collaboration with existing community, educational, business/industry and labor organizations

PROCESS OBJECTIVES	ACTIVITIES	MEASURE	SOURCE OF DATA	RESPONSIBILITY	TIME
Hire staff 1. Project Director 2. Life Skills Counselors 3. Secretary	Implement selection process	Evidence as on board	Personnel	CES Search Committee (for P.D.) Project Director (for Life Skills Counselors)	10/7/77 to 11/7/77
Establish each Center	Locate sites Negotiate sites Identify move-in dates Purchase materials — ALSES — audio/visual equipment — Catalogue and distribute received materials to each Center	N/A	Contracts Officer	Project Director	10/1/77 to 11/15/77
	Set up ALSES labs in each Center	Evidence of set-up labs	Project Director's Log	Life Skills Educators	11/20/77
	Equip each Center with additional career education material	Evidence of material	List of material added	Life Skills Educators and Project Director	11/20/77 - ongoing
	Schedule weekly meetings with Project staff pertaining to Center operation and evaluation	Evidence of having taken place	Project Director's Log	Project Director	11/15/77 - ongoing

Table 2

PROCESS OBJECTIVES	ACTIVITIES	MEASURE	SOURCE OF DATA	RESPONSIBILITY	TIME
Train Life Skills Educators	Schedule regular meetings with CE Directors (Stanford, Bridgeport) and Project staff	Evidence of having taken place	Project Director's Log	Project Director	11/1/77 - ongoing
	Attend week-long training workshop (40 hours)	Evidence of attendance	Attendance List	Project Director	11/14/77 to 11/18/77
	Assess level of competence demonstrated by each Life Skills Educator Trainees	Ratings by Workshop Instructors Local measures	Psychological Corporation test of trainees	Psychological Corporation	11/14/77 to 11/18/77
	Orient LSEs to Project	N/A	N/A	Project Director	11/14/77 to 11/18/77
Field trial of ALSIS	Select one Center	N/A	N/A	Project Director	11/15/77
	Meet to define the role and scope of each staff member's responsibility	N/A	Written description of role and scope of each staff member's responsibility	Project Director	11/14/77 to 11/18/77

Table 3

PROCESS OBJECTIVES	ACTIVITIES	MEASURE	SOURCE OF DATA	RESPONSIBILITY	TIME
	Structure the delivery of ALSES instruction	N/A	Flow Chart of instructional program	Project Director and Life Skills Educators	11/14/77 to 11/25/77
	Identify and register clients for ALSES training	Evidence as on board	Registration form	Life Skills Educators	11/25/77
	Commence Life Skills training of clients	Extent to which ALSES was installed as intended	ALSES records local measures	Life Skills Educators	11/28/77 to 12/23/77
	Monitor activities of LSEs and clients	Units completed by each client	Project Director's Log ALSES records LSE Logs	Project Director Life Skills Educators Life Skills Educators	11/28/77 to 12/23/77
	Gather information pertaining to effectiveness and utilizability of ALSES field trial		Clients' records Rating scales Questionnaires	Project Evaluator	12/16/77
	Assess installation of ALSES field trial			Project Evaluator	
	Write recommendations needed to improve delivery of ALSES		Evaluation Report	Project Evaluator	12/18/77 to 12/31/77
	Revise delivery of ALSES based upon pertinent data derived from field trial		Evaluation Report	Project Director	1/1/78 to 1/5/78

Table 4

PROCESS OBJECTIVES	ACTIVITIES	MEASURE	SOURCE OF DATA	RESPONSIBILITY	TIME
Conduct a public awareness campaign for community and regional visibility	Promote ALSES training through local and regional tele-communication outlets	Evidence of effectiveness of various promotional material	Written copy of promotional material utilized	Project Director	11/28/77 - ongoing
	Prepare presentations of the project for delivery to various community groups, agencies and organizations	Number of presentations made; groups to which they were presented	Project Director's Log	Project Staff	12/15/77 - ongoing
	Establish Advisory Committee composed of representatives of various community groups and agencies, and organizations	Evidence Advisory Committees have been formed and hold regularly scheduled meetings	Project Director's Log	Project Staff	1/9/78 - ongoing
To establish referral linkages between various community agencies and each CE Center	Identify and develop procedures	Referral procedures	Project Director's Log	Project Staff	1/9/78 - ongoing

Table 5

PROCESS OBJECTIVES	ACTIVITIES	MEASURE	SOURCE OF DATA	RESPONSIBILITY	TIME
Install Life Skills Employability Series Program in both the Stamford and Bridgeport Career Education Centers	Devise screening and selection of candidates procedures	Evidence of screening and selection process	Flow Chart and narrative of screening and selection process	Project Staff	12/23/77
	Install screening and selection procedures	Evidence of installation	LSE Log	LSE	1/9/78 - ongoing
	Select participants	N/A	List of selected candidates	LSE	1/9/78 - ongoing
	Establish training groups	N/A	N/A	LSE	1/9/78 - ongoing
	Schedule class sessions	N/A	Class schedules	LSE	1/9/78 - ongoing
	Formulate performance contracts with each participant	N/A	Individual performance contracts	LSE	1/9/78 - ongoing
	Commence Life Skills Program	Evidence Life Skills Programs have been installed in each Center	Project Director's Log	LSE	1/16/78 - ongoing
	Monitor installation	Field observations	Project Director's Log	Project Director	1/16/78 - ongoing
	Formulate additional groups to complete Life Skills Program	Number of groups formulated	LSE Register of participants	LSE	2/15/78 - ongoing

Table 6

PROCESS OBJECTIVES	ACTIVITIES	MEASURE	SOURCE OF DATA	RESPONSIBILITY	TIME
Initiate and maintain contact with various business, industry and labor organizations	Develop and install short-term (1-4 weeks) workshops utilizing one or more of the ten components comprising the total Life Skills Program	Evidence of short-term workshops installed	LSE Log	Project Staff	2/15/78 - ongoing
	Prepare presentations of the project for delivery to various business, industry, and labor organizations	Documentation of presentations made	Project Director's Log	Project Staff	2/15/78 - ongoing
	Establish Steering Committee for each Center comprised of members representing business, industry, labor, education, and community organizations	Evidence Steering Committee was formulated and met regularly	Project Director's Log	Project Director	2/15/78 - ongoing
	Explore ways through which business, industry and labor could collaborate with each Center to provide Life Skills participants with additional access to employment, training, and counseling	Minutes of each meeting	Project Director's Log	Project Director	2/15/78 - ongoing

Major Activities

Process Objective: Employ Qualified Staff

Implement Selection Process. Upon notification of grant award (late September, 1977), a Search Committee was formed consisting of representatives from both the Bridgeport and Stamford Offices of Adult Education/Continuing Education and Cooperative Educational Services.

The positions of project director and two career counselors (Life Skills Educators) were advertised, resumes were requested, interviews commenced, culminating with the selection of a qualified project director who was brought on-board October 17, 1977. The project director commenced immediately to screen the 260 resumes for the positions of Life Skills Educators. Following three rounds of interviews, two finalists were selected and brought on-board November 17, 1977. Concurrently, a most qualified in-house secretary, with demonstrated competence, was selected and brought on-board in mid-October.

Process Objective: Establish Each Center

Locate Sites. In conjunction with representatives from the Bridgeport and Stamford Offices of Adult Education/Continuing Education, adequate classroom space was identified in former public school buildings in each community, respectively; such buildings were housing existing adult education programs.

Specifically, space in the Belltown Adult Education Center (Stamford) consisted of a portable classroom. Stamford provided exclusive use of the classroom, including custodial service and furniture; thus, the Adkins Life Skills Learning Laboratory could be established in the

classroom without having to deal with problems created through multi-usage of this space. Alterations to the space consisted of installing a dead-bolt lock on one closet to secure the video equipment needed.

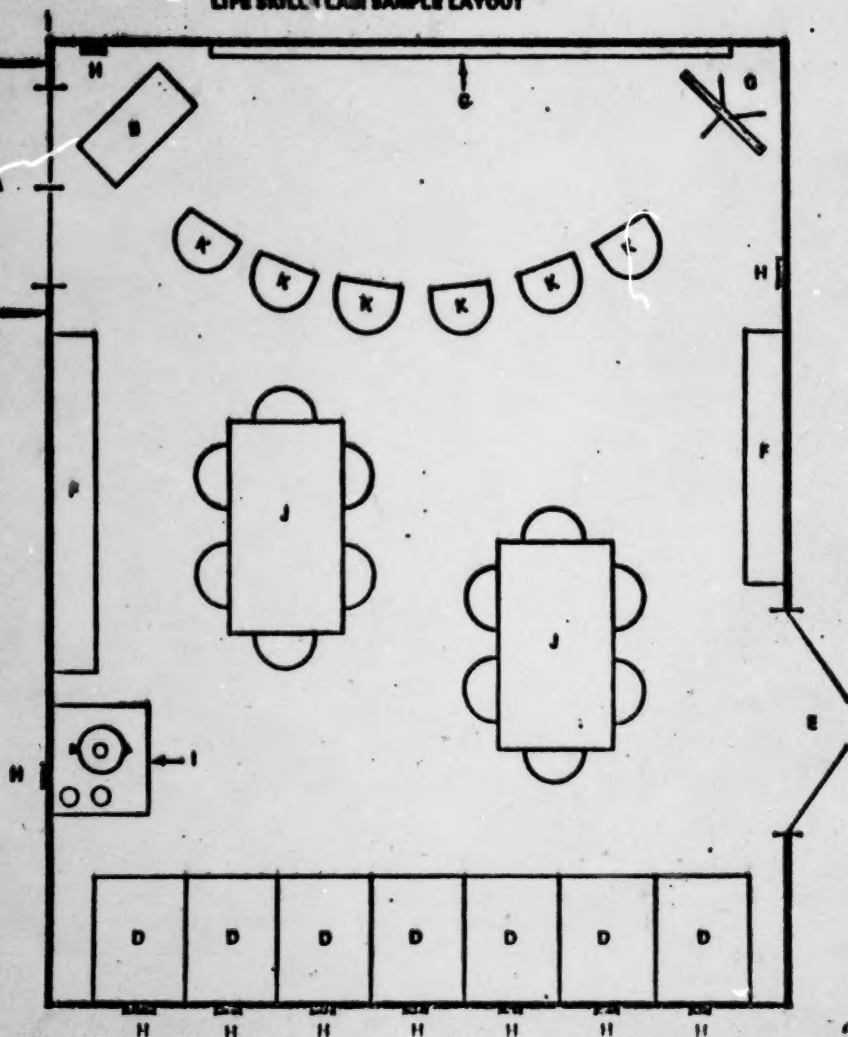
In Bridgeport, classroom space was located at one of the existing Adult Basic Education Centers, the Bridgeport Office of Adult Education providing furnished office space, furniture, custodian and absorption of rental costs. The selected site was located in an area of high unemployment, and was convenient to public means of transportation, thus, providing ready access. Appropriate security measures (locks and key control) were the only modifications needed.

Purchase and Lease of Equipment. Prior to occupancy of both the Bridgeport and Stamford facilities the week of November 15, 1977, the project director set about to secure necessary instructional material and equipment. Included were: (a) two sets of the Adkins Life Skills Employability Series, (b) two videotape playback record systems, and (c) flipcharts; audio-tape recorders and overhead projectors were provided by the Bridgeport and Stamford Offices of Adult Education/Continuing Education. Upon receiving such materials and equipment, each major component was catalogued, insured and distributed to each Center.

Set-up Life Skills Laboratories in Each Center. Each Center was set up by November 25, 1977. The chart below illustrates the sample layout of the Life Skills Laboratories set up in each of the Centers. The only component eliminated from the chart consisted of the carrels; the reason being the table area provided sufficient space for individual student work.

LIFE SKILLS LAB SAMPLE LAYOUT

KEY



- A** Security Closet — large enough to hold all A/V equipment and expensive resource materials
- B** Video System on Rolling Cart
- C** Blackboard
- D** Learning Carrels — minimum of 4
- E** Door
- F** 3-4 Tiers of Shelving — large enough to hold all unit materials and a complete vocational library
- G** Flip Chart
- H** Electric outlets (grounded 3-prong) — sufficient number to allow for maximum flexibility with A/V equipment
- I** Table w/Coffee Pot and Accessories
- J** Tables w/Chairs — to seat 15 students in groups of 3 or 4. Folding tables are preferable.
- K** Chairs — to be arranged in a semi-circle for groups of 10-15 students. Additional 35 chairs with writing arms should be available.

Schedule Weekly Meetings. The management, operations and evaluation of the present project are addressed at weekly meetings with project staff. Over the first six months of the present project five such sessions were cancelled primarily due to major scheduling conflicts. Lasting from 9:30 to 12:30, each Friday meeting commenced with individual staff report pertaining to activities engaged in to attain a specified objective; emphasis shifted to a review of present expenditures and budget update; finally, discussion centered upon an examination of perceived modifications needed to make the Life Skills Program both increasingly appropriate and significant to specific site conditions. A detailed discussion of major modifications may be found in section below.

Schedule Meetings With Career Education Directors (Stamford and Bridgeport). The first Friday of each month the regularly scheduled meeting with project staff was expanded to include the directors of Career and Adult Education from Bridgeport and Stamford; additionally, representatives from various educational and community agencies were in attendance. Following a status report of the present project, the major focus of discussion centered upon both the examination of progress toward attainment of stated objectives and the projection of appropriate next steps to move toward stated objectives and/or alternative objectives. Through such discussions impetus was initiated to modify the Life Skills format for possible television broadcast, and to devise a series of outreach classes for additional targeted populations (e.g., incarcerated persons, veterans, persons seeking non-sex stereotyping positions).

Train Life Skills Educators

Attend Week-long Training Workshop. The project director and the two Life Skills Educators attended a forty-hour training program conducted by Psychological Corporation, NYC. Emphases were stressed upon: (a) acquiring a working knowledge of the instructional components utilized in the program; (b) practicing behaviors equated with conducting program activities; (c) refining effective counseling techniques; and (d) designing recruitment, scheduling, record keeping, management and group formation procedures. Videotape recording and play-back equipment were major instructional methods; several videotapes of each participant's performance were utilized as the basis for analyses.

Assess Level of Competence Demonstrated by Each L.S.E. Trainee. The performance of each Life Skills Educator Trainee was rated daily by trainers from the Psychological Corporation. The assessment consisted primarily of verbal feedback pertaining to each trainee's videotaped performance of a series of specific Life Skills counseling/instructing tasks. Particular areas in need of improvement by each trainee were identified by the trainers, communicated to each trainee, and practiced by each trainee prior to his/her videotaping successive attempts to improve identified deficiencies.

During the final training session, each prospective L.S.E. was rated by the trainers for the final time, this information was shared with each trainee during an individual conference. The present project director and Life Skills Educators were awarded certificates indicating satisfactory performances were demonstrated by each individual with respect to Life Skills installation.

Orient L.S.E.s to Project. During the week-long training session, the project director had ample time to orient the prospective L.S.E.s to the present project. In addition, discussions, among project staff, centered upon the identification of anticipated modifications needed to tailor the Life Skills Program to the specific sites of Bridgeport and Stamford, Connecticut. Such discussions provided feasible ideas to explore with representatives of the Bridgeport and Stamford Adult and Continuing Education Programs when they attended the final day of training.

Process Objective: Field Trial of Adkins Life Skills Employability Series

The established Life Skill's laboratory located in the Stamford Community Career Education Center was selected as the site to install a brief pilot program; emphases were placed upon assessing the finalized delivery system for upcoming project installation in both the Bridgeport and Stamford Communities.

Overview. The evaluation of the pilot CCEP was undertaken with the following objectives:

1. To evaluate the four-stage model for developing employability described in the philosophy of the Adkins Life Skills Program (ALSP).
2. To evaluate the completion of the learning outcomes or performance criteria established for Unit 9 in ALSP.
3. To draw evaluative conclusions from which recommendations are made for the implementation of the entire CCEP funded by the United States Office of Education, and
4. To make an evaluative statement for the continuation project which is being designed for FY 1979.

The Pilot Project. The pilot project was undertaken with a group of seven volunteer adults at the Stamford site for the CCEP. One of the two L.S.E.'s who had been hired for the project took the major responsibility

as teacher-counselor or Life Skills Educator (L.S.E.). The pilot lasted for three weeks, and the students completed Unit 9 of the ALSP —

"The Employment Interview."

Conclusions and Recommendation for the CCEP. The evaluative data derived from the pilot test suggested the following conclusions and recommendations:

1. The ALSP four-stage model seemed to provide a successful method for teaching this group skills of employability. Dependent on the student competencies, the activities at each of the four stages may need to be increased or de-emphasized.

Recommendation: Use the pre-mastery scores for students and L.S.E.s as the basis for judging the stages on which to place emphases in each unit. Furthermore, evidence from the pilot indicates that more sophisticated students may be able to efficiently omit some of the activities in the stimulus and evocation stages.

2. Some of the performance criteria in Unit 9 may not be appropriate for more sophisticated adult populations.

Recommendation: As different target populations are exposed to the units, note the responses and differences in the pre-post ratings to sort out the appropriate performance objectives for each target group.

3. The evidence provided was not enough to evaluate the performance criterion. "Demonstrate an effective alternative to each of the negative behaviors identified in a previous criterion."

Recommendation: Students should develop written or verbal evidence that they know alternative positive behaviors with which to replace the negative behaviors they are trying to unlearn in Unit 9.

4. Some performance criteria in Unit 9 need more specificity and objectivity to decrease errors of judgment as to completion.

Recommendation: After various types of target groups have completed the units, the L.S.E.s and the evaluator should establish more specific and objective criteria for each target group.

Process Objective: Conduct a Public Awareness Campaign for Community and Regional Visibility.. (Bridgeport).

Prepare Presentations of the Project for Delivery to Various Community Groups, Agencies and Organizations. The promotional campaign of the Bridgeport Community Career Education Center (C.C.E.C.) included general and specific presentations of the Employability Skills Program. Throughout the existence of the ALSP and the Bridgeport C.C.E.C. direct contact and communication with Bridgeport community agencies has been primarily facilitated through such an approach.

There have been two phases of presentation activity on the part of the Bridgeport C.C.E.C. The first phase involved a general introductory presentation held at Bridgeport City Hall. Agencies invited to this presentation were selected by analyzing various descriptive lists of Fairfield County community agencies and organizations. Mr. Daniel Donofrio, Director of Bridgeport Adult Education, provided the Bridgeport C.C.E.C. with perhaps the most exhaustive list of agencies, others included: the Chamber of Commerce, and the Voluntary Action Center, (a member of United Way of Eastern Fairfield County, Inc.). Additional persons, groups, agencies, and organizations were identified and invited by mail.

The general presentation at Bridgeport City Hall occurred Thursday, 1-12-78, from 1:00 p.m. to 4:00 p.m. In attendance for the Bridgeport C.C.E.C. were Dr. Peter Willner, Executive Director, CES; Dr. Donald Simpson, Project Director, CES; Mr. Don Davis, Operations Manager, the Psychological Corporation, and Mr. Dan Donofrio, Director, Bridgeport Adult Education. Over 35 persons from 17 community agencies and organizations attended.

The following is a listing of the agencies which sent representatives to the Bridgeport C.C.E.C. presentation:

1. Adult Probation Department
2. State Labor Department WIN Program
3. State Labor Department, Unemployment Compensation Division
4. State Labor Department, Employment Security Division
5. U. S. Marine Corps Recruiter
6. Department of Corrections, School District
7. Veterans Administration
8. Greater Bridgeport Community Mental Health Center
9. University of Connecticut Cooperative Extensions Service (Bethel and Bridgeport Regions)
10. Adult Learning Center
11. Department of Bridgeport Adult Education
12. Department of Bridgeport Secondary Education
13. National Alliance of Businessmen
14. Department of Education, Division of Vocational Rehabilitation
15. Housatonic Community College
16. Spanish-American Development Agency
17. A.B.C.D. Institute for Training and Employment

The general reactions to the Bridgeport C.C.E.C. presentation at City Hall were very favorable. The following comments were written on the attendance sheets which were passed out before the start of the presentation:

Process Objective: Establish Referral Linkages Between Various Community Agencies and Each C.C.E.C. (Bridgeport)

Identify and Develop Procedures. There were two main sources of referrals in the Bridgeport Community. The first consisted of referrals from community agencies, organizations, and institutions, with the second consisting of referrals from the community-at-large through multi-media community awareness campaigns.

Several approaches were utilized with participating community agencies to develop intra-agency linkages. Letter and telephone awareness campaigns were first utilized with minimal success. The best procedure developed appeared to be an overview presentation of the project, coupled with a demonstration workshop with the agency's client population. The advantages of such an approach included: a) direct contact and respect was developed between the L.S.E. and agency staff members, and b) information pertaining the function of the C.C.E.C. (purpose, role) was clarified on an individual basis. Demonstration workshops with an agency's client population served to allay any doubts regarding the L.S.E.'s ability to effectively reach a particular group, (i.e. incarcerated males in the Bridgeport Community Correctional Center; WIN program women, underemployed Blacks and Hispanics in the A.B.C.D. Institute for Training and Employment Program, etc.). The most effective group formation process utilized for community agencies, organizations, and institutions, consisted of scheduling A.L.S.P. classes at the sponsor's site.

Process Objective: Install A.L.S.P. in Both Stamford and Bridgeport C.C.E.C. (Bridgeport)

Devise Screening and Selection of Candidates Procedures. Install Screening and Selection Procedures. Select Participants. Establish Training Groups. Schedule Class Sessions. The overall intent of the screening and selection procedures was to generate A.L.S.P. classes which deal exclusively

with an Employability Skills Curriculum. Two major characteristics were identified as minimal criteria for admittance. These characteristics were: a fourth-grade English reading level, and a reasonable psycho/social adjustment to the world of work so as to permit the possibility of employment in the future. In the cases of the severely physically handicapped or retarded individuals, architectural barriers and English reading requirements act as an unobtrusive screening device.

Participant selection was on a first-come, first-served basis. Although class formations were originally scheduled from submitted registration forms that included an availability schedule, the practice of the Bridgeport C.C.E.C. moved to offering one morning class and one evening class concurrently; this policy proved to be the most effective and efficient method.

Process Objective: Conduct a Public Awareness Campaign for Community and Regional Visibility. (Stamford)

Promote A.L.S.P. Training Through Local and Regional Tele-Communication

Outlets. During the month of January, the major activity slated for the Stamford Career Education Center was the installation of a Community Awareness Campaign. The goal of the campaign was to make the Stamford Community aware of the career center and the materials offered.

The first step consisted of developing a list of agencies that serviced the Stamford Community; this list was compiled through the use of organizational listings in the Stamford Public Telephone Directory and by contacts made through the Stamford Chamber of Commerce (SACIA).

Before actual contacts were made, a brochure describing the Life Skills Program and the Career Education Center was designed and printed in a manner that allowed it to serve several purposes. First, it served as an informational brochure with a detachable form that could be mailed in by members of the community for further information regarding the program. Secondly, the brochure was readily enlarged into informational posters and handbills. The final purpose served by the brochure was the transference of the logo for use in newspaper advertisements. Other descriptive materials regarding the Adkins Life Skills Program were furnished by the Psychological Corporation, New York City.

Prepare Presentations of the Project for Delivery to Various Community Groups, Agencies and Organizations. An informational packet, including a letter describing the program, along with the brochure, was sent to each community service organization on the formulated list. Follow-up telephone calls were made to each agency after they received the packets, during which time, further information was exchanged and questions regarding the project were answered. In numerous cases, appointments were scheduled to meet with agency directors to further elaborate and plan for the utilization of the Center in the community.

The major activity involved the development of a presentation of the project to the contacted agencies. The presentation provided an in-depth overview of the processes and content to be utilized in each Center. During a series of presentations, emphases were stressed upon expanding and elaborating existing career education services, rather than the replacement or duplication.

A film on the Life Skills Series was ordered for the presentations from the Psychological Corporation who were also asked to send a representative from their Life Skills Training Program to present a brief outline regarding the historical and statistical credibility of the Life Skills Program. One unit was chosen from the series to be presented as a model of how the Life Skills Series could be implemented in the learning laboratory. The location of the presentations was the Stamford Career Education Center. Invitations were mailed to each agency, with directions, and phone calls were made to confirm the number of people attending each presentation.

The presentations were well attended. Interest concerning the utilization of the Center was stimulated, rapport with agency representatives was established, and referral procedures were initiated.

January 23, 1978, was designated as the beginning date for the first Life Skills class. Agencies telephoned the project staff prior to January 23 with names of clients they wished to refer to the Center. The Stamford Coordinator then met with these prospective students, and arranged the time and dates for the class schedule.

Establish Advisory Committee. Stemming from contacts maintained with community agencies following the series of presentations, an Advisory Committee was formulated. The purpose in establishing such a committee

was twofold: (a) to permit various agencies to acquire increased familiarity with the services and functions of each other, and (b) to coordinate the efforts of various agencies in more efficient and effective ways through the Stamford Career Education Center.

The following list identifies the members of the Advisory Committee who meet monthly at rotating representatives' headquarters:

Robert A. Schiff
Director of Off Campus Studies, U.B.
6 Riverside Avenue
Riverside, Conn. 06878

Prue Berry Gabert
Community Return
Box 3292 Ridgeway Station
Stamford, Conn. 06905

Sarah Cook
Director of P.O.P.P.E.S.
(Program of Paraprofessional
Parent Educators of Stamford)
Yerwood Center
90 Fairfield Avenue
Stamford, Conn. 06902

Jean Helms, Counselor
Job Service
20 Summer Street
Stamford, Conn. 06901

or
Gloria Clark
Administrative Assistant P.O.P.P.E.S.

Rosemarie S. Komsta
Emp. Rel. Coordinator
Job Service
Dept. of Labor
20 Summer Street
Stamford, Conn. 06901

Rosetta Jenkins
Director of Training
Fairfield County/OIC
137 Henry Street
Stamford, Conn. 06902

Netta Evans, Director; and
Broadus Boxley-Human Relations Counselor
Operation Right Direction
28 Adams Avenue
Union Baptist Church
Stamford, Conn. 06902

Lee Loustaunan
WIN Program
Dept. of Social Services
1642 Bedford Street
Stamford, Conn. 06905

Robert Santilli, Director
Drug Liberation Program of the
Stamford Area, Inc.
74 West Park Place
Stamford, Conn. 06901

Mr. Dunn, Probation Officer
Probation Department-Adult
20 Summer Street
Stamford, Conn. 06901

Process Objective: Install Life Skills Employability Series Program (Stamford)

Having identified participants for initial class, an orientation session was held with expected participants prior to the first class meeting. The aim of the orientation was to familiarize each individual with the Life Skills curriculum, to clarify expected learner outcomes and objectives, to acquaint each individual with the overall objectives of the Career Education Center, and to assess the value of the program in accordance with each person's interests and needs. At the end of the orientation, prospective participants who felt that the program would meet their needs agreed to attend and participate.

The first class meeting was held on January 30, 1978 at 9:00 a.m. Fifteen students were present, and all were referrals from the various social service organizations. The participants contracted for the entire ten units of the Life Skills Series. The final date of class was anticipated for mid-April.

Concurrently, additional career education was ordered to supplement the existing curriculum, including books on career education, The Dictionary of Occupational Titles, and personal and vocational interest inventory surveys.

A plan to establish a reference library of catalogs describing training programs, colleges, universities, private schools, and technical/vocational schools was developed as another major source of curriculum supplementation for the center. The first procedure involved composing a comprehensive list of institutions with their addresses, this was accomplished by contacting the Connecticut State Department of Education, Hartford, Connecticut. The list was extended further through the utilization of public telephone directories and handbooks describing post/secondary education in Fairfield County, Connecticut. Letters requesting catalogs and informational materials from institutions were mailed, and the establishment of the vocational library was begun. In addition, letters requesting pamphlets and informational bulletins regarding the labor market and future employment prospectives in Connecticut were mailed to agencies.

such as Job Service; these bulletins are a further reference source that is placed in the Center's vocational library.

During the installation of the first class, an unexpected, but mutual need was realized and negotiated with the Stamford Branch of the University of Bridgeport. The Branch Office, located next to the Stamford Career Education Center, requested that the Center supply a counseling internship for one of their students. The Career Education staff agreed to do so, and the counselor-intern assisted the Stamford Life Skills educator during the first three months of classes.

The Stamford Branch Office of the University of Bridgeport also became another important source of referrals for the program. Prospective students for the University, who were undecided as to the course of study they wished to pursue, were referred to the Stamford Career Education Center for career guidance counseling.

By March 1, project staff concluded there was a need to reach other target populations described in the proposal and to initiate contact with additional community organizations. To help meet the need, plans to design a monthly newsletter were put into action. The newsletter was developed and mailed to the service organizations to update them on the status and progress made in the Center. The newsletter was also mailed to key individuals in the Stamford community whom the staff felt would be receptive toward utilization of the Center and Center materials. Through this newsletter, a contact was made with the Office of Continuing Education and Summer School, Board of Education, Stamford. The Continuing Education Coordinator discussed plans with the Career Education staff regarding the development of night classes for Continuing Education students.

After a series of meetings, plans were formalized, and the sites for classes, equipment, etc., were negotiated. The Coordinator for Stamford's Continuing Education Office agreed to provide continuing education credit for students who completed the eight-week course which covered two of the Adkins Life Skills Units.

Two prime target populations were reached through the implementation of these two night classes; high school drop-outs, and women returning to the job market.

The newsletter also reached organizations involved in aiding handicapped populations. Plans to adapt the Center's curriculum to meet the needs for this population are being discussed. (Program for ten blind high school students).

Process Objective: Establish the Stamford Community Career Education Center

The Stamford Community Career Education Center was located in the Burdick School in a rural section of Stamford and was convenient to public transportation services. The Stamford Board of Continuing Education provided this location for the Career Center and granted the exclusive use of the classroom facility.

The classroom facility was well-equipped with furniture (desks, chairs, and bookcases); three tables were purchased to supplement the existing furniture. Locks for the closet doors were installed to secure audio-visual equipment when not in use. The Adkins Life Skills Employability Skills Series was placed on the bookshelves in the classroom. Career education posters were placed on the bulletin boards to make the Center more interesting and attractive. In an effort to increase the resourcefulness of the Center, a Vocational library was added. A course was scheduled through the Stamford Office of Continuing Education targeted towards high school completion students. However, only two high school completion students registered for the course; the remaining eighteen (18) participants who registered for the class did so for reasons other than that of high school completion credits. In essence, a unique range of career education needs surfaced. Some of the enrollees were housewives who had left the labor force to raise families. Out of the job market for a number of years, they were seeking direction to re-enter the world of work. Other enrollees were college graduates who had been unable to obtain jobs in the area of their educational training due to the job market, and desired help to enable them to transfer their skills into other jobs, or fields of work. Still other participants came in an effort to reassure themselves and to raise their level of self-confidence in relation to getting a job and performing well on that job.

The challenge of meeting such diverse needs demanded changes in the Life Skills curriculum as well as the delivery system. Having established the Community Career Education Center, outreach classes were begun to extend the availability of services offered to the community. Tests of vocational interest were purchased to supplement the Adkins materials and provide an additional information for career direction in the continuing education classes. Two tests were obtained, the Holland Self-Directed Search, and the Strong Vocational Interest Blank. In addition to the tests, other supplementary materials were borrowed for utilization from Cooperative Educational Services' Career Education Center in Norwalk. Some of these materials were the Job Lab Series I and II, articles on future directions in the labor market. Forms for surveying jobs or fields of interest were taken from Unit 5 of the Life Skills series and used with the supplementary materials.

In working with the Continuing Education Classes, Unit 8, "Looking Good On Paper," was changed entirely. Instead, a new unit on resume writing was developed. A local graphics company designed and donated layout designs for resumes along with paper samples and materials on focal points, etc.

Unit 9, "The Job Interview; How To Be Effective," was utilized as originally intended in minimal modifications. Final interviews were highlighted by the appearance of several guest interviewers; these interviewers were from local businesses in Stamford, and from private employment agencies. The different viewpoints which the guests shared with the classes were most interesting and helpful.

A new unit was developed and field-tested to help meet the needs revealed in previous classes; this unit was entitled, "Advancement Strategies For Your Job." The principle concerns the unit addressed consisted of:

a) career promotions; b) career lattices, c) the economics of the job search, and d) assertiveness in work relations. The class which pilot tested the unit made favorable comments regarding the practicableness of the unit and suggested areas in need of further development. Moreover, it was strongly urged more time be addressed to assertiveness training. As a result, a unit is presently being designed which is entitled, "Assertiveness In Work Relations." The unit will be the major product of the C.C.E.C. grant, and will be offered in Stamford during the spring of 1979.

C. C. E. C. Becomes Mobile. In June, 1978, the building which housed the Community Career Education Center in Stamford was closed for the summer. The Center was relocated in a local suburban high school; convenient public transportation was not available to prospective participants. Since public transportation was extremely limited, and agencies were not able to furnish transportation for their clients, the Community Career Education Center became mobile. Any instructional units requested by organizations were transported and taught in the facilities of the agency requesting the services. In many instances, classes were booked weekly on an ongoing basis by independent agencies for the entire summer. Operation Right Direction and the Yerwood Center were two participating agencies which utilized the Life Skills services weekly over the course of the summer.

Many other classes were scheduled over the summer in programs for economically disadvantaged youth. Most of these programs were within the City of Stamford and were sponsored by CETA funding. Examples of such programs included: Project Support at Southfield Village, Pre-Apprenticeship Program at Norwalk Community College, and the Future Studies Program at the Yerwood Center in Stamford.

In addition, Life Skills classes were formed as part of the Youth Employment Training Program in the Stamford Public School System. Four classes were formed of fifteen (15) students each from four (4) participating Stamford high schools.

Modification Incorporated

Identification of Major Problems

Two major problem areas have been identified: (a) modifying the content of the Life Skills Program to address specific site participant needs; and (b) modifying the delivery of the Life Skills Program based upon content revisions.

Modifications to ALSP Content. The first series of Life Skills classes consisted of heterogeneous groups of participants both referred from various local service agencies and "walk-ins". Such individuals could be described as being disadvantaged from several standpoints, (sociologically, economically, intellectually), while exhibiting various degrees of career education skills, interests and attitudes. In essence, a primary problem faced by project staff was the heterogeneity of entry level skills and needs could not be met entirely through the subscribed implementation of the present Life Skills Curriculum. To illustrate, certain participants, who could be referred to as middle-class housewives, were seeking to return to the labor force following X number of years spent in raising their families. They knew how to fill out job applications, could demonstrate satisfactory interviewing skills, and possessed an updated resume. The major motivation that prompted such individuals to attend Life Skills classes stemmed from (a) a desire to identify alternative or related jobs to those held at one time, or (b) the need to acquire both increased self-awareness and job awareness information as preparatory steps for making mid-life career changes. In contrast, other participants were presently unemployed, had demonstrated unstable work histories, and exhibited weak skills in a majority of areas addressed in the Life Skills Curriculum; numerous such individuals were not interested in spending 180 hours to systematically proceed through the entire ten ALSP Units; they wanted a job, now. In essence, it became readily apparent to project staff, major modifications were needed to

restructure both the scope and sequence of the Life Skills objectives in relation to specific individuals serviced at specific sites.

Subsequent Changes Made in ALSP Content. Modifications were made in both scope and sequence of project objectives. Alterations focused upon the combination of two to four existing Life Skills Units into expanded but self-contained modules. The specific combination of units dependent upon decisions made by: (a) the Life Skills counselor, (b) representatives of referral agencies, (c) prospective participants, or (d) a combination of all of the above persons. For example, a Life Skills educator may have determined that Units One, Three, Nine, and Ten were most appropriate for a given group of participants. Similarly, the director of a service agency may have indicated a desire to have offered Units Eight and Nine to a group of agency clients. Likewise, the same director may have indicated several agency participants have indicated interest in a class being formed aimed at Units Five, Six and Ten. Combined units were offered through the Offices of Continuing Education emphasizing specific career skills addressed by particular Life Skills Units; subsequent size of enrollment determining participant interest; self-assessment and employment seeking skills receiving the greatest enrollments.

Modifications to be Undertaken. It was readily apparent to project staff upon completion of the project, such initial alterations were not sufficient. The nature of additional modifications needed to center upon a comprehensive redesign of the curriculum to be utilized in both Community Career Education Centers during the upcoming year. A period of extensive information gathering focused upon the major instructional components of existing career education programs has recently been completed with the

identification of six areas to serve as the basis for developing a more comprehensive and relevant curriculum:

1. Self-Assessment and Development
2. Career Awareness
3. Career Decision-Making
4. Employment Seeking
5. Work Effectiveness
6. Personal Economics

Given the six areas, an extensive list of performance objectives is being formulated and categorized according to each identified area, respectively. Numerous activities constituting the Adkins Employability Skills Series would be linked to appropriate performance objectives along with additional activities and ideas for activities generated by project staff, advisory committees, and resources such as Dimensions. In essence, curricular redesign is being initiated by the identification of objectives that derived from information gathered through the implementation of the recently completed project; thus, the Adkins Life Skills Program becoming a resource of specific activities to assist enrollees to obtain specified objectives.

Investigations undertaken to identify existing assessment instruments compatible to stated curriculum areas have lead to the decision to incorporate a modified version of the Career Skills Assessment Program - Experimental Edition (Education Testing Service, 1977); this diagnostic component, coupled with the redesign of the curriculum, constitute a major directive for the second year of operations.

Subsequent Modifications to the Delivery System. The initially conceived delivery system incorporated into the present project called for servicing individuals at Centers located in both the communities of Bridgeport and Stamford, Connecticut. Although the first groups were conducted at each Center,

increasing requests from various service agencies stressed bringing the program to the agency for various reasons: (a) participant convenience; (b) transportation; (c) continuity of participant experience, (d) agency interest to see the program in operation on a day-to-day basis. Subsequently, each Life Skills Counselor continued to conduct classes at each Center, however, a series of outreach services were initiated in both communities. It was decided by project staff that efforts would be aimed at maintaining continuous service to such outreach sites in order to: (a) integrate the present project with existing programming at each agency; (b) develop and maintain ongoing working relationships with such agencies, and (c) stabilize the number of Participants project staff would service in the future. The success of bringing the services of each Center to the agency site was demonstrated by a dramatic increase in requests made by such organizations. Consequently, delivery of services shifted from Center-based to field-based; this shift continued throughout the remainder of the project to the extent services were predominantly provided on-site at each agency.

Modifications to be Undertaken. It is readily evident that one centralized Community Career Resource Center will be established at the administrative offices of Cooperative Educational Services during the second funding year. Such a facility will serve as a base of operations for two mobile counselors to provide field-based services, yet offer each counselor numerous options, including: a) to recruit and conduct classes at each Center utilizing a team approach, b) to transport agency-based participants to the Center for classes requiring the use of resources housed in the Center, c) to increase the utilization of additional CES personnel and equipment with a minimum of inconvenience and scheduling (e.g. Title XI Coordinator, Job Placement Personnel, Computer).

A second major modification identified through analyses of the first year of operations addressed the instructional delivery system. Given that efforts by project staff will center upon the incorporation of a diagnostic component coupled with a redesigned performance-based curriculum, a decision was made to revise the instructional system according to a competency-based format. As such, the primary delivery system would consist of at least six instructional modules; each module linked to the six areas comprising the redesigned career education curriculum. The proposed module format would consist of the following components:

1. Rationale (general introduction and background of material to be covered);
2. Overview (outline of major topics to be covered);
3. Instructional Objectives (specific learner outcomes to be obtained upon completion of module study);
4. Diagnostics (determination of what is presently known/not known about areas to be covered in the module);
5. Vocabulary (important terms/words/concepts utilized in the module);
6. Learning Activities (experiences to complete that assist attainment of stated objectives);
7. Post Test (determination of the degree of success achieved in reaching the objectives of the module).

In summary, information gained through the initial year of operations has provided a clear direction for continued project development. Both the instructional content and delivery system will undergo major modifications aimed at clarification of the concept of career development and the incorporation of an effective means to career development.

Dissemination Activities

The major dissemination product of the Community Career Education Center Project consisted of the final report; this report was mailed to existing career education coordinators at state and local levels. In addition, the narrative portion of the final report was mailed to federally funded career education projects, nationwide.

Additionally, quarterly status reports were mailed to same projects listed above throughout the year.

REPORT ABSTRACT
BASIC PROJECT INFORMATION

1. Federal Grantor Agency: Office of Career Education
2. Grant Award Number: G00-7700121
Project Number:
3. Grantee Organization: Cooperative Educational Services
P. O. Box 2087
Norwalk, CT 06852
(203) 847-3873
4. Nature of the Report: Interim
5. Period Covered: October 1 through September 9, 1979
6. Category of the Project: Adult and Community Agencies
(Sub-section 160 d.5)
7. Project Director: Dr. Donald Simpson
8. Project Title: Community Career Education Center

The primary goal of the present exemplary project was to plan and to establish two model Community Career Education Centers (CCEC) exemplifying the following thrusts:

- a. provide targeted adult populations not served by present institutions with access to comprehensive programs of career development and counseling services;
- b. develop instruction programming in each Center reflective of local needs and tailored to local conditions;
- c. collaborate with existing educational agencies, business, industry, labor, educational and community organizations both to develop increased opportunities for career education services and to coordinate the efficient utilization of existing community resources; and,
- d. demonstrate the educational and economic feasibility for expanding the Center concept statewide.

Systems were devised and maintained: (a) to coordinate the delivery of the Adkins Life Skills Employability Series, including additional career educational development and guidance services; and (b) to utilize increased collaboration with existing educational and community agencies.

The overarching learner outcome objective stated adult members of targeted populations will acquire knowledge, skills and attitudes to make effective career decisions (choose, find, get and hold jobs) through their engagement in a process of systematic career development, counseling, and experience. Emphases was placed upon increasing the ability of participating adults to:

- identify personal characteristics and experiences having important implications for career decision-making;
- explore and compare jobs systematically, utilizing a set of previously defined job categories;
- acquire knowledge pertaining to additional sources of information about jobs and training programs they may pursue;
- devise strategies to identify and utilize personal and professional contacts in order to find out about and to get jobs or job training;

- practice job exploration behaviors, formulate job alternatives, and select at least one job that will satisfy their personal and financial needs;
- select realistic, non-vocational goals, and develop the steps necessary to attain these goals;
- devise strategies for selecting career goals, including the identification, planning and scheduling of steps they must take in order to achieve these goals;
- prepare completely an employment application form in a manner that will make a favorable impression upon a prospective employer;
- present themselves effectively to prospective employers through interview situations; and
- develop problem-solving strategies to successfully deal with on-the-job problem situations; additionally, to analyze work habits that tend to avoid or minimize problem-causing situations.

Two major problem areas were identified during the installation of the project: a) content modifications aimed at addressing specific site participant needs, and b) delivery system modifications.

Efforts were undertaken to restructure both the scope and sequence of learner outcome objectives. Such alterations focused upon the combination of two or more existing Life Skills units into expanded, but self-contained modules.

Initially, project services were made available to recipients at two regional Centers. Increased requests from community agencies to bring such services on-site subsequently changed the nature of the delivery system from Center-based to outreach.

Future program development will center upon the comprehensive redesign of the curriculum; six areas will serve as the basis for such development: a) Self-Assessment and Development; b) Career Awareness; c) Career Decision-Making; d) Employment Seeking; e) Work Effectiveness, f) Personal Economics.

Incorporated into such curricular restructure will be a modified version

of the Career Skills Assessment Program - Experimental Edition (Education Testing Service, 1977); this diagnostic component, coupled with the redesign of the curriculum, constitute a major directive for the second year of operations.

In summary, information gained through the initial year of operations has provided a clear direction for continued project development. Both the instructional content and delivery system will undergo major modifications aimed at clarification of the concept of career development and the incorporation of an effective means to career development.

FINANCIAL STATUS REPORT		1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT HEW Office of Career Education				2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO. G007C0121			
3. NAME AND ADDRESS OF GRANTEE ORGANIZATION Cooperative Educational Services 11 Allen Road, P.O. Box 2087 Norwalk, CT 06852		4. EMPLOYER IDENTIFICATION NO. 237121168		5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO. 1-237121168-A1		6. FINAL REPORT ☒ YES ☐ NO		7. BASIS OF REPORT ☐ CASH ☒ ACCRUED EXPENDITURES	
		8. PROJECT PERIOD (Month, Day, Year) FROM 10 01 77 TO 9 30 78				9. REPORT PERIOD (Month, Day, Year) FROM 4 1 78 TO 9 30 78			
		PROGRAMS - FUNCTIONS - ACTIVITIES							
10. STATUS OF FUNDS		(1)	(2)	(3)	(4)	(5)	(6)	TOTAL	
a. Total outlays previously reported		32,731						32,731	
b. Total program outlays this period		72,464						72,464	
c. LESS: Program income credits		-						-	
d. Net program outlays this period		72,464						72,464	
e. Total program outlays to date		105,195						105,195	
f. LESS: Non-Federal share of program outlays		10,195						10,195	
g. Total Federal share of program outlays		95,000						95,000	
h. Total unpaid obligations		-0-						-0-	
i. LESS: Non-Federal share of unpaid obligations		-0-						-0-	
j. Federal share of unpaid obligations		-0-						-0-	
k. Total Federal share of outlays and unpaid obligations		95,000						95,000	
l. Total Federal funds authorized		95,000						95,000	
m. Unobligated balance of Federal funds		-0-						-0-	
11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)		12. REMARKS (Attach additional sheets if necessary)				13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.			
☐ PROVISIONAL ☐ FINAL									
☐ PREDETERMINED ☐ FIXED									
b. RATE c. BASE									
d. TOTAL AMOUNT		e. FEDERAL SHARE		NAME TITLE Peter T. Willner, Ed.D. Executive Director				TELEPHONE AREA CODE NUMBER EXT. 203 847-3873 -	
				SIGNATURE OF AUTHORIZED OFFICIAL <i>Peter T. Willner</i>				DATE REPORT IS SUBMITTED 12/29/78	

HEW-4017

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	HANDI- CAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)			179	15	33	227	25	0	223	99	128
3-YEAR COLLEGE											
4-YEAR COLLEGE			34	15	26	75	5	0	25	45	30
ADULTS (non-matriculated)			101	76	73	250	23	0	184	132	118
SUB-TOTAL			314	106	132	552	53	0	432	276	276
EDUCATIONAL PERSONNEL											
TEACHERS			18	8	14	40				24	16
COUNSELORS			11	5	9	25				15	10
ADMINISTRATORS			2	10	0	12				7	5
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			0	3	0	3					
PARENTS			-	-	-	-					
OTHER (specify)			-	-	-	-					
TOTAL			345	132	155	632					

OE FORM 467, 2/76

Final Evaluation Report
COMMUNITY CAREER EDUCATION PROJECT

November 30, 1978

Introduction

The Community Career Education Project (CCEP) completed its initial project year September 30, 1978. The project director was Dr. Donald Simpson. He coordinated the implementation of a Life Skills curriculum (primarily, the Adkins Life Skills materials) in Stamford, Bridgeport, and minimally in Norwalk and Danbury, Connecticut. There were two Life Skills Counselors (LSCs) who had the major responsibilities for conducting the classes: Sheila Brevard and Joseph Turner.

The guidelines from the federal Career Education Project called for the evaluation of specific learning outcomes or performance criteria of the project. Dr. Lois Libby was appointed at the onset of the project to design these evaluation strategies.

Originally, the learning outcomes or performance criteria for the Project were the specific skill objectives in the Adkins Life Skills materials. After the interim report, however, the project staff met to determine a means for consolidating and prioritizing the performance criteria for each unit for evaluation purposes. Presently, the learning objectives at the application stage of the units determine the performance criteria which are evaluated. For example, for Unit 9, The Employment Interview, previously, the evaluator considered whether the students could:

- 1) describe several reasons why most employers feel the job interview is a critical aspect of the selection process;
- 2) demonstrate effective verbal responses to questions concerning job objectives, work history, personal life, and education;
- 3) identify and describe a variety of verbal and non-verbal behaviors that are almost always perceived as negative by employment interviewers;
- 4) demonstrate an effective alternative to each of the negative behaviors identified in the previous objective; identify, describe, and demonstrate a variety of effective verbal and non-verbal behaviors that are almost always perceived as positive by employment interviewers;
- 5) complete employment interviews which in the judgment of the other students and the LSC would impress and employment interviewer favorably.

Presently, the evaluator considers the final criterion (5) and isolates the other criteria for discussion only if the students do not complete an interview or if, as a group, they do not appear to learn the more specific skills.

For the interim report, the evaluator considered all of those classes which were completed through April 14, 1978. Stamford Group A, Units 1 - 5; Bridgeport Group D and Bridgeport Group E. For this final evaluation report the evaluator considers Groups, A, B, C, G, H, I, P, Q, R, T, Stamford; Group S, Norwalk; and Groups F, J, K, L, M, O, Bridgeport; and Group N, Danbury, plus spin-off classes developed by LSCs in response to perceived needs of students and sponsoring agencies.

The Evaluation Report is divided into a section on The Evaluation of Specific Performance Criteria and a section on Summary and Recommendations.

The format for reporting the Evaluation of Specific Performance Criteria is by class groups:

- 1) Each group is described the the LSC who conducted the class; (Sheila Brevard, Joseph Turner, Helen Smith, Lisa Woodward, Wynn Schoolnik);
- 2) Since each group presented its own ideosyncratic needs for content and time in the classes, the LSC and evaluator describe procedures for making the curriculum "site-specific,"

- 3) The evaluator then analyzes the evaluative data by unit for the groups and reports the extent to which each performance criterion was mastered. Where appropriate, she adds evaluative comments and recommendations for the groups.

The section, Summary and Recommendations," includes a general summary by unit of the response of class groups to the performance criteria. Finally, the evaluator makes observations and recommendations and discusses plans for the evaluation of the CCEP in its second project year,

STAMFORD

GROUP A - STAMFORD

Stamford Group A was a heterogeneous group of thirteen adults aged 19-50. Four came as a result of publicity. Others came from solicited agencies: Parents Without Partners (1), Adult Probation (2), OIC (4), STAR (1), (sheltered workshop), Drug Liberation (1). There were nine females and four males. Continuing education credits were awarded to the five students who completed the entire program of 75 hours.

Students dropped out of the program for the following stated reasons: transportation problems, move to another state, return to a job.

GROUP B - STAMFORD

This group consisted of eighteen persons (two males and sixteen females) from the Stamford Continuing Education program. They are characterized by the LSC as searching for a satisfying job or a change in jobs. The majority are college graduates of either two or four year institutions.

DESCRIPTION OF HOW TRAINING WAS MADE SITE SPECIFIC

- Because these classes generally involved students who were more sophisticated than the ABE students for which ALSP was designed, the curriculum was changed in the following manner;
- The "Who I Am Presentation" was omitted. Instead, the outline for the "Who I Am Presentation" was completed as "homework."
- The SDS (vocational preference inventory by Holland) was administered and the results interpreted for the students by an outside consultant.
- The Dictionary of Occupational Titles (DOT) was introduced to the students, and their vocational preference results were discussed in relation to the DOT.
- Vocational Choice summer sheets and Job Profile sheets from Unit 5 were used to force the students to make tentative vocational decisions in relation to (1) their interests; (2) their abilities; (3) personality factors and; (4) job aspects which they value in job situations.

GROUP C - STAMFORD

This group consisted of eighteen persons of varied ethnic groups. There are three males and fifteen females. The students signed up for this course as part of the continuing education program in Stamford. The majority are college graduates of two or four year institutions.

Learner Outcome Objective: Upon completion of Unit One, adult participants will identify those personal characteristics and experiences that have important implications for career decision-making

Performance Criteria

The students will have identified and described (1) their interests, (2) their abilities, and (3) job aspects which they value for future employment.

SOURCES OF EVALUATIVE DATA:

Outline for the Who I Am Presentation
and/or
Checklist for the Who I Am
Presentation
and/or
Student Progress Evaluations

The students will have identified a tentative job choice and will have related this choice to their interests, abilities, personal characteristics and job characteristics.

SOURCES OF EVALUATIVE DATA:

Outline for the Who I Am Presentation
and/or
Checklist for the Who I Am
Presentation
and/or
Student Progress Evaluations

Evaluation of Mastery

Of the thirty-six (36) students who originally signed up for these classes, 32 actually participated in the activities of Unit 1. Of these, 31 completed the outline for the Who I Am Presentation. (One person felt that the information desired was too personal to reveal on paper).

Since the LSC allowed the students to complete the "Outlines" at home, 10 of them were never returned to be used as evaluative data. For those students, the source of evaluative data of necessity was their perceptions of their progress on the student Progress Evaluations. The most frequently chosen rating of the knowledge of (1) their interests (2) abilities and (3) job aspects which they valued in employment situations was a little. (The rating choices were a great deal, a lot, a little, or none at all).

Of the 21 persons who had completed and returned the outlines for the "Who I Am Presentations", the evaluator and the LSC determined that 17 had expressed appropriate knowledge of their own interests. 18 of the 21 had appropriate knowledge of skills or abilities, and 20 of 21 had indicated job aspects which they valued for future employment.

For these 10 students who did not return "Outlines for the Who I Am Presentation," the most frequently chosen rating of their own "Knowledge of how, Who you are and what you have done in the past is connected to your future job" choice was again a little.

For those 21 students who completed and returned the outline, the evaluator and the LSC determined that 19 had appropriately delineated a job area for tentative consideration. In addition a majority of the 32 students completed the forms for Unit 5 in which they selected one or more jobs and related these to their interests, abilities, personal characteristics, and or aspects which they value in employment situations.

UNIT 1 (Continued)

Performance Criteria

Evaluation of Mastery

STAMFORD GROUPS B and C

QUALITY OF COMPLETION OF PERFORMANCE CRITERIA

Because of the size of the class, the LSC did not ask the students to make a "Who I Am Presentation" to the group. Thus, detailed explanations of interests, abilities, etc., as expected of the students on the Checklist for the "Who I Am Presentations," were not necessarily conceptualized by the students. Moreover, the students could not hear, and perhaps model, the thought processes expressed in the group by students who were more detailed in outlining their interests and abilities etc. Finally some of the support systems which can be established by a group were not as fully utilized.

On the other hand, the presentations for the total group would have been extremely time-consuming and probably after a certain number, boring for those not presenting.

EVALUATIVE RECOMMENDATION

The evaluator would make the following recommendations for future groups and Unit 1.

- 1) There should be a limit of 15 students in the group.
- 2) At least one or two "Who I Am" presentations should be made aloud. After these presentations, establish a model, groups of four or five students could make the presentations to each other.
- 3) The outline for the "Who I Am Presentations" should be revised and encompass certain details. The "Sources of Evaluative Data" would then become a Checklist for the outline of the "Who I Am Presentation".

UNIT 9

Learner Outcome Objective: upon completion of Unit 9, adult participants will present themselves effectively to prospective employers through interview situations

Performance Criterion

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Evaluation of Mastery

STAMFORD CONTINUING EDUCATION GROUPS A, B and C

In the original class of 32 people, twenty (20) plus three (3) original persons from Group A Stamford - completed the employment interview. Of these twenty-three (23) persons, twenty-one (21) fulfilled 100% the performance criteria required by the LSEs and the students to impress an employment interviewer favorably. Two (2) students missed one criterion each, and one (1) student missed four of the criteria. This particular student stated on the final progress evaluation of the course: "I am still uncomfortable in the beginning and then things smooth out." Some of the other students stated in their progress evaluations at the end of Unit 9 (which was also the end of the course):

"I am still nervous (about job interviews), but I feel more confident about myself. I know now always to be positive. I never realized this aspect was so important..."

"I feel more confident now after the experiences of the course."

"The classes have given me a better idea of how to approach an interview.... what to accentuate -- and what not to accentuate -- and what not to dwell on -- and how to answer an interviewer's questions more positively."

"I started the course having thought nothing about interviews and would have made a lot of mistakes I am now aware of. I feel more confident but need work."

It would appear that all of the continuing education students (with the possible exception of one (1) conducted at least one favorable interview. In addition, many state that they have gained techniques and confidence in interviews.

UNIT 9 (Continued)

STAMFORD CONTINUING EDUCATION GROUPS A, B and C (Continued)

In a follow-up note on the participants, the ESC for the continuing education classes reported the following:

Student A: Interviewed and obtained a job in the business field. Her previous field was teaching.

Student B: Began interviewing for other positions.

Student C: Interviewing for jobs in career education for adults. She is presently an elementary teacher.

Student D: She is presently working at a women's clothing store. Now she has decided to become a dietician and is seeking an aide position or training program

Student E: Changing from factory work to a job as a banker.

Student F: Is currently a temporary secretary and plans to return to school to obtain a degree in public relations.

Also, there were lots of housewives who had not worked in 10 years or so, who plan to obtain skills and return to the job market.

UNIT 6

Learner Outcome Objective: upon completion of Unit 6, adult participants will select realistic, non-vocational goals, and develop the steps necessary to attain these goals, including time schedules

Performance Criteria	Evaluation of Mastery
The students will have selected a realistic non-vocational goal. The students will have devised a written plan of action to complete their goals. The students will have carried out the first week of their plans to accomplish their goals.	<u>STAMFORD - GROUP A</u> Of the five (5) students in the original Group A, three (3) students completed Unit 6. In the judgment of the LSC, the three goals chosen by the students were realistic and could be completed in 2-3 weeks. Only two students completed a written plan of action. The third student from a sheltered workshop finds writing laborious. He completed the project but did not do the paperwork planning. Two students followed their written planning schedule for a week and reported on their progress to the group.

UNIT 7

Learner Outcome Objective: upon completion of Unit 7, adult participants will devise strategies for selecting career goals, including the identification, planning and scheduling of steps they must take in order to achieve these goals

Performance Criteria

Evaluation of Mastery

STAMFORD - GROUP A

One student from Group A completed Unit 7. The LSC gave the following reasons that the other students did not complete the Unit:

"She wasn't interested in further education. She is only interested in taking part-time courses through continuing education and can't plan as she doesn't know what will be offered when"

"He could not complete this Unit; level of difficulty too hard for him"

"-----had a college degree and wasn't interested in furthering her education so that she did not complete this Unit."

The students will have planned a sequence of steps needed to get through each stage of their vocational plans.

The students will have prepared a time chart for the next two years to implement their vocational plans.

In the judgment of the LSC, the student specified a specific vocational goal, added, the appropriate details, a realistic standard for success and planned realistic timelines.

UNIT 8

Learner Outcome Objective: upon completion of Unit 8, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer

Performance Criteria

The students will have completed a "Personal Data Form" and "Employment Application Form" which, in the perception of the LSC, would impress an employer favorably.

Evaluation of Mastery

STAMFORD - GROUP A

The four (4) original Stamford Group A students all met the six criteria for successful completion of both the Personal Data Form and the Employment Application Form. The LSC made one negative comment about one student's forms. "They were completed in pencil."

UNIT 10

Learner Outcome Objective: Upon completion of Unit Ten, adult participants will develop problem-solving strategies to successfully deal with on-the-job problem situations; additionally, they will analyze work habits that tend to avoid or minimize problem-causing situations.

Performance Criteria

The students will have identified and discussed six major areas of difficulty that have the potential for creating problems:

1. breaking into the new job
2. making mistakes on the job
3. getting along with co-workers
4. dealing with authority
5. managing time on the job
6. absenteeism

Source of Evaluative Data

Pre-Post Ratings of Students: LSEs

Post Progress Evaluations: Students

Evaluation of Mastery

STAMFORD: GROUP A

Four (4) students completed Unit 10. The LSC and the students, however, agreed in the Pre-Unit ratings that all but one (1) student had adequate skills in these areas before beginning the Unit 10 discussion. As a result of this prior knowledge, three students reported in the progress evaluations no gain in their skills. They felt they had already acquired them in prior work experiences; for example, as an office temporary. One woman commented that the material in Unit 10 "should really be updated and would be valuable to high school students who have not had jobs."

EVALUATOR'S COMMENT

Even though these students felt they already had the skills specified for this Unit, they still may have reinforced in themselves good work habits via the discussion. The LSC reported that she herself had "very much enjoyed" one woman's examples and discussions of work environments relating to this Unit. The LSC further stated that this student "enlightened class very much with her experiential insights."

STAMFORD YETP PROGRAM

GROUPS G H I - STAMFORD

Fifty-one students from the Stamford High Schools enrolled to participate in the ALSP component of the YETP program. Forty-three students completed all of Unit 1. Eight students dropped due to busing problems. The students were predominately black females, ages 16-18. The students were divided into three groups.

DESCRIPTION OF HOW TRAINING WAS MADE SITE SPECIFIC

Since these classes were designed for students who were preparing for specific job training at work-sites, the amount of time which could be devoted to ALSP was limited, thus Unit 1 was chosen. The students were young (16, 17, 18) and some were potential drop-outs. As a population, they were judged to be similar to the adult education students for which the units are planned. Thus Unit 1 was conducted with a minimum of deviation from the Unit 1 manual.

UNIT 1

Learner Outcome Objective: upon completion of Unit 1, adult participants will identify those personal characteristics and experiences that have important implications for career decision-making

Performance Criteria

The students will have identified and described (1) their interest (2) their abilities, and (3) job aspects which they value for future employment.

SOURCE OF EVALUATIVE DATA

Checklist for the Who I Am Presentation and/or Student Progress Evaluations

Evaluation of Mastery

STAMFORD - GROUP G, H and I

Of the 43 students who participated in the program, the LSCs completed Checklists for the Who I Am Presentation, for 42 of them. The LSCs' ratings indicated that 40 or 95% appropriately described their interests; 31 or 74% could describe their abilities as something one does well, a skill one has, or something one has been trained to do. 31 or 74% made statements to reflect that they had considered what they value in a job.

The one student who did not complete a Who I Am Presentation stated on the student Progress Evaluation that as a result of Unit 1 she had learned a lot about her interests, a lot about her abilities and a great deal about what is personally important and not important on a job.

UNIT 1

Learner Outcome Objective: upon completion of Unit 1, adult participants will identify those personal characteristics and experiences that have important implications for career decision-making

Performance Criteria	Evaluation of Mastery
The students will have identified a tentative job choice and will have related this choice to their interests, abilities, personal characteristics, and job characteristics. <u>SOURCES OF EVALUATIVE DATA</u> Checklist for the Who I Am Presentations and/or Student Progress Evaluations	<u>STAMFORD GROUPS G, H, I (Cont.)</u> Of the 42 students, 35 or 83% met the criteria of naming a tentative job choice. They seemed to have more difficulty, however, in relating their personal characteristics to a job choice. For example, on the student progress evaluations as a result of Unit 1 only 6 of 37% stated they had learned a great deal about how "Who I Am and What I Have done in the past is connected to future job choice." The most frequently chosen responses by the students were that they had learned <u>a lot</u> (31%) or <u>a little</u> (31%) in this area, 7% (3 students) said they had learned nothing at all in this area. <u>DISCUSSION OF EVALUATIVE DATA</u> It would appear that the easiest task for these high school students was to identify their interests. They had more difficulty or were hesitant to talk about their abilities and tentative job choices. It is possible that these CETA eligible students may not have had a great deal of success with school related tasks and think of ability as school related only. They probably needed more discussion about and time to further consider skills and abilities which are vocationally related (e.g. mechanical or dexterity skills). <u>EVALUATIVE RECOMMENDATIONS</u> Although the students are expected in Unit 1 to make a tentative job choice and relate their personal characteristics to this choice, they are expected to complete this criterion more in depth in future ALSP units. Unit 5 includes worksheets in which the students are expected to select one or more jobs and to relate these in writing to their interests abilities, and job aspects which they value in employment situations. The evaluator would recommend that in future groups where Unit 1 is used as the curriculum that the students be additionally expected to complete these Unit 5 worksheets. Additionally, it would seem imp. r YETP groups to spend more time focussing on abilities, skills which they may not have considered in relation to future vocations.

Youth Service Bureau sponsored this group of participants for Units 8 and 9. The participants were from ages 14 - 16.

Few of these students had ever had any experience in filling out applications or in interviewing for jobs. At times, certain questions on the rating sheet were inappropriate in terms of the jobs these students would be doing for the summer. For instance, "Asks a questions about advancement opportunities" - - this does not apply to a student who wants to perform baby-sitting services for the summer.

Youth Service Bureau contracted the classes to enable their clients to gain needed skills for presenting themselves as applicants for summer jobs secured through the services of the Youth Bureau.

GROUP P

DESCRIPTION OF HOW TRAINING WAS MADE SITE SPECIFIC

Since the students were young and nervous about job interviews, the LSC allowed two students to complete Unit 8 only. They were observers of the four students who completed interviews in Unit 9.

UNIT 8

Learner Outcome Objective: upon completion of Unit 8, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer

Performance Criteria

Evaluation of Mastery

The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.

GROUP P - Youth Service Bureau - STAMFORD (2 students)

The LSE ranked the two students on the performance criteria for completion of the Personal Data Form. One student successfully completed all of the performance criteria. The second student completed all but one criterion; that one was:

"Has used correct grammar."

Learner Outcome Objective: upon completion of Unit 9, adult participants will present themselves effectively to prospective employers through interview situations

Performance Criteria	Evaluation of Mastery
The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably. <u>SOURCES OF EVALUATIVE DATA</u> Interview Rating Sheets and/or Student Progress Evaluations and/or LSC Pre/Post Ratings of Students and/or Student Comments	GROUP P - Youth Service Bureau (4 students) - STAMFORD After completion of a simulated employment interview, the LSC ranked each student on his/her performance on the Interview Rating Sheet. None of the students successfully completed all of the performance criteria for a favorable interview. Two students, however, only missed one criterion each. The others missed six or more criteria. (The LSC indicated they were very nervous). The two most commonly missed criteria were the following: 4b. Avoids mentioning personal weaknesses or making negative statements about self 9b. Asks a question about opportunities for advancement <u>EVALUATIVE SUMMARY AND RECOMMENDATION</u> It would appear that two students successfully completed the performance criteria of the employment interview. The remaining two students seemed to need more practice so that they might feel more comfortable. In these cases where there were six or more performance criteria missed, it would seem that the students should practice individually or in twos and then interview again.

YERWOOD CENTER - STAMFORD

GROUPS Q and R

The Yerwood Center is a Stamford Community Recreational Center. It is located in a very economically depressed area, and serves the economically and socially disadvantaged residents in this area.

This group was contracted through Mr. Thomas Tucker, Director of Future Studies; Future Studies is a CETA funded program for the disadvantaged. The participants in this program receive remedial classes in math, reading, and english, as well as studies in future career opportunities. Cultural enrichment trips are also included within this program. Each student is paid \$2.66/hour to attend this program, and the hours are 9-3 Monday through Friday for 6 weeks.

GROUP Q

Group Q consisted of 13 students age 14-17. There were 6 boys and 7 girls. The ethnic backgrounds were as follows: 1 White, 1 Spanish, and 11 Black students.

DESCRIPTION OF HOW TRAINING WAS MADE SITE SPECIFIC

Units 8, 9, 10, and 2 were utilized. The class was conducted for a total of 24 hours over a two week period.

GROUP Q

Unit 9 was extremely difficult for all participants in this group. As there was not enough time to individually counsel each student according to answers for interviewing questions, and the group as a whole was not motivated to write out answers for these questions, I counseled the group as a whole by using the Tell Me Game.

This group was very hard to work with as students were not very realistic regarding future aspirations for jobs. Each student seemed to be attracted to jobs which are not logically obtainable even for students with excellent backgrounds in school and experiences. Most of these jobs were jobs such as acting, and chef for the Waldorf Astoria. The LSC feels that the reason for the attraction to jobs such as these is mostly due to status and salaries connected with each job.

GROUP R

Most of this group had realistic vocational goals; however, their salary expectations tended to be a little high. Not much time was available for individual counseling, but the time spent here consisted of much group work.

GROUP R

Group R consisted of 11 Black females and 1 Black male.

UNIT 2

Learner Outcome Objective: Upon completion of Unit Two, adult participants will both explore and compare jobs systematically, utilizing a set of previously defined job categories

Performance Criteria

The students will have used a set of previously defined job categories to explore (1) job fields and (2) specific jobs in a structured way.

SOURCE OF EVALUATIVE DATA:

Field Exploration Forms
Job Exploration Forms

Evaluation of Mastery

Group Q Yerwood Center Stamford (13 students)

The LSC indicated that all students completed the Field Exploration and Job Exploration Forms. Job fields considered in the analysis by the students were: model, communications, business, speech pathologist/psychiatrist, computer processing, fashion design, computer programming, fine arts/dance, fireman, accounting, and bilingual secretary.

Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria	Evaluation of Mastery			
The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.	<u>Group Q - Yerwood Center Stamford (12 students)</u> The LSC rated the Personal Data Forms and the Employment Application Forms completed by the twelve (12) students. According to the ratings, no students fulfilled all the performance criteria for either form. The tally of completed performance criteria by form is as follows:			
		Personal Data Form No. Students Completing / Not Compl.	Employment Application No. Students Compl. / Not Compl.	
	#1 Has completed all sections or has explained why some sections are incomplete	1	11	6 6
	#2 Has handled sensitive questions well	11	1	12 0
	#3 Has spelled everything correctly	10	2	11 1
	#4 Has used correct grammar	11	1	12 0
	#5 Has completed form neatly	12	0	11 1
	#6 Has completed form which creates positive overall impression	12	0	8 4

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

Evaluation of Mastery

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

Group 0 - Yerwood Center - Stamford - (12 students)

The LSC rated the simulated employment interviews of each of the twelve (12) students. She rated the students' performance based on 21 performance criteria. She judged that five (5) of the students completed all of the performance criteria that were applicable to them. The remaining students missed from one to five of the criteria; the average of those missed was 3.3. There were no particular items consistently missed by the students.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Unit 10
Learner Outcome Objective: Upon completion of Unit Ten, adult participants will develop problem-solving strategies to successfully deal with on-the-job problem situations; additionally, they will analyze work habits that tend to avoid or minimize problem-causing situations.

Performance Criteria

The students will have identified and discussed six major areas of difficulty that have the potential for creating problems:

1. breaking into the new job
2. making mistakes on the job
3. getting along with co-workers
4. dealing with authority
5. managing time on the job
6. absenteeism

Source of Evaluative Data

Pre-Post Ratings of Students: LSEs

Post Progress Evaluations: Students

Evaluation of Mastery

Group Q - Yerwood Center - Stamford (11 Students)

After Unit 10 was completed, the LSC was asked to rate the students on a (low) 1 - 5 (high) scale in relationship to their knowledge overall of six major areas of difficulty on the job. The LSC most commonly chose a rating of 3. The students themselves were asked on a 1 - 5 scale to evaluate the knowledge they had gained in the six problem areas. Their most commonly chosen rating was 4. The students were also asked to evaluate the knowledge they had gained vis-a-vis possible solutions to the above problems. Their most common response was again 4. Finally, they were asked to evaluate the knowledge they had gained of work habits they had gained which should relieve some on-the-job problems. The most common ratings were 4 and 5.

Learner Outcome Objective: Upon completion of Unit Two, adult participants will both explore and compare jobs systematically, utilizing a set of previously defined job categories

Performance Criteria

the students will have used a set of previously defined job categories to explore (1) job fields and (2) specific jobs in a structured way.

SOURCE OF EVALUATIVE DATA:

Field Exploration Forms
Job Exploration Forms

Evaluation of Mastery

Group R - Yerwood Center - Stamford (11 students)

The LSC indicated that all students completed the Field Exploration Forms and all but one (1) the Job Exploration Forms. The jobs analyzed by the students in the structure of the Job Exploration Forms were lawyer, engineer, actress, private investigator, child psychiatrist, enlisted person, beautician, gym teacher, secretary, computer programmer, electrician, hotel, motel management, entertainment, retail sales, police officer, actress, singer, dancer.

Unit 8
Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria

The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.

Evaluation of Mastery

Stamford - Group R - Yerwood Center (12 students)

The LSC rated the students on the performance criteria of both the Personal Data Form and the Employment Application Form. She noted that, with the exception of one student, students did as well or better on their second form, the Employment Application Form than on the Personal Data Form. In fact, all but one student completed all six of the performance criteria on the Employment Application Form. The two most commonly missed performance criteria on the Personal Data Form were:

- #1 (missed by seven (7) students)- Has completed all sections or has explained why some sections are incomplete
- #6 (missed by seven (7) students) - Has completed form which creates positive overall impression

Unit 9

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Evaluation of Mastery

Group R - Yerwood Center Stamford (12 students)

The LSE rated the employment interviews for the twelve (12) students in terms of twenty-one performance criteria. In the judgment of the LSC, only three (3) students successfully completed all of the performance criteria in their interviews. The remainder of the students completed from twenty (20) to ten (10) of the performance criteria. The average number of completed performance criteria was 17.7. The two most commonly missed performance criteria were:

- 9a. (missed by 5 students)
Asks a question about the job, company, benefits, or working conditions.
- 9b. (missed by 8 students)
Asks a question about opportunities for advancement.

The following comments by the LSC indicate the importance these "young" students attached to doing well on the employment interviews and their resultant nervousness.

Student A - "cut class because she was afraid to be interviewed;" group talked her into doing this interview and she did fairly well.

Student B - She finally agreed to be interviewed after swearing she was too sick to do it.

Students C,D,E - Very shy - Spoke too softly.

Student F - Needed to reassure interviewer he was doing a good job due to past experience.

(continued)

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria	Evaluation of Mastery								
The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably. <u>SOURCES OF EVALUATIVE DATA</u> Interview Rating Sheets and/or Student Progress Evaluations and/or LSC Pre/Post Ratings of Students and/or Student Comments	<u>Group R - Yerwood Center - Stamford - (continued)</u> The following comments by the students verified their nervousness, but indicated that at least one had gained confidence. The question asked on a pre-post basis was, "What are your feelings about job interviews?" <table border="1"> <thead> <tr> <th data-bbox="543 474 1182 519"><u>Pre</u></th><th data-bbox="1182 474 1842 519"><u>Post</u></th></tr> </thead> <tbody> <tr> <td data-bbox="543 519 1182 638">Student G: It depends on what kind of questions he's asking to be nervous</td><td data-bbox="1182 519 1842 638">I feel that it's the most important thing in getting a job</td></tr> <tr> <td data-bbox="543 638 1182 727">Student A: I don't know what to say if I get up there</td><td data-bbox="1182 638 1842 727">It's fun</td></tr> <tr> <td data-bbox="543 727 1182 786">Students H, I: Good feelings</td><td data-bbox="1182 727 1842 786"></td></tr> </tbody> </table>	<u>Pre</u>	<u>Post</u>	Student G: It depends on what kind of questions he's asking to be nervous	I feel that it's the most important thing in getting a job	Student A: I don't know what to say if I get up there	It's fun	Students H, I: Good feelings	
<u>Pre</u>	<u>Post</u>								
Student G: It depends on what kind of questions he's asking to be nervous	I feel that it's the most important thing in getting a job								
Student A: I don't know what to say if I get up there	It's fun								
Students H, I: Good feelings									

UNIT 10

Learner Outcome Objective: Upon completion of Unit Ten, adult participants will develop problem-solving strategies to successfully deal with on-the-job problem situations; additionally, they will analyze work habits that tend to avoid or minimize problem-causing situations.

Performance Criteria

Evaluation of Mastery

The students will have identified and discussed six major areas of difficulty that have the potential for creating problems:

1. breaking into the new job
2. making mistakes on the job
3. getting along with co-workers
4. dealing with authority
5. managing time on the job
6. absenteeism

Group R - Yerwood Center - Stamford (10 students)

After completion of Unit 10, the LSC rated the students overall on their knowledge of six potential on-the-job problem areas. Her most common rating was 4 on a (low) 1 - 5 (high) scale. The students, likewise, were asked to rate themselves on their knowledge of these problem areas. Their most common overall rating was 3. (All of the ratings were either 3, 4, or 5). The students were also asked to rate their knowledge of possible solutions to the above problem areas and work habits which would relieve some of the above problems. Again, the ratings ranged from 3 to 5.

Source of Evaluative Data

Pre-Post Ratings of Students: LSEs

Post Progress Evaluations: Students

This group was a CETA sponsored group which was being taught at Norwalk Community College in the Adult Education Center. The program is a pre-apprenticeship program. Students are given basic educational upgrading and career education for two months; then they apprentice in a 4-year apprenticeship program for jobs of their choice.

There were five (5) boys and six (6) girls. Of these, nine (9) were Black; one (1) Puerto Rican, and one (1) White. Most were high school drop-outs.

Norwalk Pre-Apprenticeship - Group 8

HOW TRAINING WAS MADE SITE SPECIFIC

Unit 9 was done according to directions, with the following exceptions:

The "Tell Me" game was used as a tool to help students answer difficult questions, due to a limit of class time. Also, all students did not do simulated job interviews. I asked only for volunteers due to time limit. The class met for a total of 8 hours over a period of three days.

Unit 10 was done exactly by the outline.

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

Evaluation of Mastery

Group S - Norwalk Community College Pre-Apprenticeship (11 students)

Of the eleven students who participated in the three sessions on Unit 9, the LSC asked for volunteers to complete simulated employment interviews. Five students volunteered, and the LSC completed Interview Rating Sheets indicating the students' completion/non-completion of performance criteria. One student completed all of the applicable performance criteria for an interview which would impress a prospective employer favorably. Four students missed from one (1) to four (4) of the performance criteria. One criterion was typically missed: "Avoids mentioning personal weaknesses or negative statements about self." The LSC commented on the non-verbal cues transmitted by one student's "positive attending behavior" during the interview.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Learner Outcome Objective: Upon completion of Unit Ten, adult participants will develop problem-solving strategies to successfully deal with on-the-job problem situations; additionally, they will analyze work habits that tend to avoid or minimize problem-causing situations.

Performance Criteria

The students will have identified and discussed six major areas of difficulty that have the potential for creating problems:

1. breaking into the new job
2. making mistakes on the job
3. getting along with co-workers
4. dealing with authority
5. managing time on the job
6. absenteeism

Source of Evaluative Data

Pre-Post Ratings of Students: LSEs

Post Progress Evaluations: Students

Evaluation of Mastery

GROUP S - Norwalk Community College Pre-Apprenticeship (8 Students)

The students had completed units on job habits prior to the class on Unit 10. As a group, the LSC rated their post Unit 10 skills in "Habits that Help" at 3 on a 1 - 5 scale. The students also rated as a result of Unit 10, their knowledge of solutions to potential on-the-job problems at 4.

In the post progress evaluation, the students rated their skills in "Habits Help" at 4. In the rating they all stated that as a result of Unit 10 and knowledge to solutions of the job potential was on the 1 - 5 scale.

Project Support is housed at the Chester Addison Center in Stamford in a very poor area. High School students are paid to be junior camp counselors at \$2.66/hour (35 hours weekly). They attend morning classes and work in activities for neighborhood children in the afternoons.

Group T - Stamford - Project Support

HOW TRAINING WAS MADE SITE SPECIFIC

Since this was a summer program for day camp junior counselors, it was of necessity, more informal than classes at the local high schools. Frequently for each lesson, there were different groups of students. The students were young and needed concrete tasks to practice. Thus, for Unit 1 the LSC asked the nine (9) students to fill out the "My Interests and Abilities" form and participate in a short "Who I Am Presentation." When the students were asked to rate what they had learned, the most common rating was that they had learned a lot about their interests, a little about their abilities, a lot about what was important to them in a job and a great deal about the relationship of how who they are to a future job choice.

For Unit 5, there was a group discussion on "The Steps in Making a Choice," and nineteen students filled out their "What is My Situation" and "What is Important to Me in Choosing a Job." The LSC indicated that a minority of students completed the performance criteria for Unit 5. For Unit 8 and Unit 9, the LSCs used the more traditional approaches to completing the materials; the results follow on succeeding pages.

Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria

The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.

Evaluation of Mastery

Group T - Project Support - Stamford (7 students)

The LSC rated the Personal Data and Employment Application Forms which the students completed. She judged that, where applicable, all students completed the following performance criteria on both forms.

- #2 Has handled sensitive questions well
- #4 Has used correct grammar
- #5 Has completed form correctly

The LSC determined that the students had the most difficulty with criterion #1

- #1 Has completed all sections or has explained why some sections are incomplete (Three (3) students missed this criterion)

The remaining two criteria were missed by one student each. These criteria were:

- #3 Has spelled everything correctly
- #6 Has completed a form which creates a positive overall impression

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Evaluation of Mastery

GROUP T - Stamford - Project Support (7 Students)

Due to time limitations, the students did not complete employment interviews. They did discuss verbal and non-verbal behaviors which the interviewer might perceive as positive/negative. For these skills, the LSC rated the students most commonly at 3 on a 1 - 5 scale. Since many students did not complete interviews, the LSC either did not rate them or rated them at 4 or 5 on "Can complete satisfactorily simulated employment interview." The LSC apparently felt that the students needed more practice with the entire interview process.

Description of Operation Right Direction Groups

Students who attended the Life Skills classes at Operation Right Direction during July and August were enrolled in a vocational education program (shop, beautician, food services, etc.). All were high school students.

GROUPS U Y W X Operation Right Direction Stamford (49 students)

HOW TRAINING WAS MADE SITE SPECIFIC:

The LSC conducted one-hour classes with four groups of students. She combined material in Unit 2 (Ten Occupational Fields, How Do I Explore Them?" and Unit 5 - "Choosing A Good Job For Myself." For Unit 2, since the period of time for the class was short, the LSC and the students viewed the master acetates on occupational fields and jobs, but the students did not participate in application activities. For Unit 5, the students addressed two of the performance criteria.

- Learner Outcome Objective:** Upon completion of Unit Five, adult participants will:
- a) practice job exploration behaviors;
 - b) formulate job alternatives, and
 - c) select at least one job that will satisfy their personal and financial needs

Performance Criteria	Evaluation of Mastery
The students will have selected from a list of job factors that they feel are very important or essential in considering job alternatives. <u>SOURCE OF EVALUATIVE DATA:</u> "What is Important to Me in Choosing a Job?"	<u>GROUPS U V W X Stamford Operation Right Direction (49 Students)</u> The LSC reported that in general the students completed the form "What Is Important to Me in Choosing a Job?"

Performance Criteria

The students will have selected three job alternatives in which they are interested and explore these jobs by using their lists of important job factors and a collection of information about these jobs.

Evaluation of MasteryGROUPS U V W X Stamford Operation Right Direction (49 Students)

Due to the short time provided for the class, the students started at least one Job Profile Sheet but did not complete it. Some students completed two Job Profile Sheets. None were able to complete three sheets.

EVALUATIVE COMMENT

Although the students fell short of the criterion of three Profile Sheets, at least they began to explore job factors and jobs in a systematic fashion and could continue to explore jobs in such a fashion outside of class.

SPIN - OFF GROUPS

Spin-Off Groups - Stamford

Program of Paraprofessional Educators

No evaluation data was collected due to the limited amount of time. The sessions lasted from 9:00 a.m. to 3:00 p.m. A lecture was presented on resume writing and on effective job interviewing skills.

On July 11th and 12th, 1978, a series of lectures were presented to nine students enrolled in the Program of Paraprofessional Parent Educators for Stamford. This group is sponsored by the Stamford Yerwood Center.

Advancement Strategies For Your Job - Stanford Continuing Education

"Advancement Strategies For Your Job" was a spin-off class which was developed for Stanford Continuing Education. The class was held during the July 1978 summer school session at West Hill High School. The class met in four (4) two-hour sessions.

Twenty-five (25) participants registered for this course. Of the 25, 6 were males and 19 were females. The age range was from 21 years to 52 years. Twenty-two (22) of the participants had on the average of three to five years of college.

The course included discussions on the following topics:

- 1) What makes a job secure from unemployment?
- 2) Career Ladders; How Can I Advance?
- 3) How Do You Look To Your Boss?
- 4) What Questions Should I Ask About a Firm if I am Considering Changing Jobs?
- 5) Assertiveness in work relationships.

EVALUATIVE RECOMMENDATION

The students felt that longer time should have been offered for the topic. The students also requested an additional class on assertiveness training.

BRIDGEPORT

BRIDGEPORT - GROUP F,J,K,L,M

These groups were comprised of women who were new to the WIN Program. These women typically receive a two week orientation to the WIN Program. The arrangement made with the WIN Program was that these women would spend their first week of orientation at the Bridgeport C.C.E.C. A.L.S.P. instead of their usual program. The women were generally from lower socio-economic backgrounds. There were Hispanics, Blacks, and Whites. For the first class the three WIN Program Counselors also participated in the program. The mean age of the group was 33.

HOW TRAINING WAS MADE SITE SPECIFIC

Since the WIN students' training was condensed into one week, the LSC chose to use Units 1, 4, 8, 9, and/or 10 for the curriculum materials. In Unit 9 the employment interviews for each student were omitted. Since WIN students are affiliated with the Department of Employment Security, an employment agency, it was deemed unnecessary to go over the sections on employment agencies in Unit 4.

The WIN students must qualify as below a certain income and training level. It was assumed that they were comparable in level of employability skills to the adult basic education students for whom the ALSP materials were originally designed thus other than the shortening of the units the LSC did not change the content of the training.

UNIT 1

Learner Outcome Objective: Upon completion of Unit One, adult participants will identify those personal characteristics and experiences that have important implications for career decision-making

Performance Criteria	Evaluation of Mastery
he students will have identified and described (1) their interests, (2) their abilities, and (3) job aspects which they value for future employment. <u>SOURCES OF EVALUATIVE DATA:</u> Outline for the Who I Am Presentation and/or checklist for the Who I Am Presentation and/or Student Progress Evaluations he students will have identified a tentative job choice and will have related this choice to their interests, abilities, personal characteristics and job characteristics. <u>SOURCES OF EVALUATIVE DATA:</u> Outline for the Who I Am Presentation and/or checklist for the Who I Am Presentation and/or Student Progress Evaluations	<u>BRIDGEPORT - GROUP F</u> Of the fourteen (14) persons in the original group, data is available for only twelve (12). Of these twelve (12) persons, ten (10) completed the culminating activity, "The Who I Am Presentations." In rating the ten (10) persons the LSC stated that nine (9) could state appropriate knowledge of their own interests; nine (9) could appropriately discuss their own abilities or skills, and all ten indicated job aspects which they valued for future employment. The two persons who did not do "Who I Am Presentations" for the group rated their knowledge of their own interests, abilities, and job aspects which they valued for future employment. They stated that as a result of Unit 1 they had learned <u>a lot</u> in all three areas. For those ten (10) students who completed "Who I Am Presentations" the LSC concluded that eight (8) had delineated job areas for tentative consideration. For all twelve (12) students, the most frequently chosen rating of their own knowledge of how "Who You Are and What You Have Done in the Past" is connected to your future job choice was <u>a lot</u>.

Learner Outcome Objective: Upon completion of Unit Four, adult participants will devise strategies for: identifying and utilizing personal and professional contacts they can use to find out about and get jobs or training

Performance Criteria	Evaluation of Mastery
the students will have practiced their ability to approach personal contacts. <u>SOURCE OF EVALUATIVE DATA:</u> Role Play Checklist: Approaching Personal Contacts	<u>BRIDGEPORT - GROUP F</u> Of the original twelve (12) students, nine (9) participated in the exercises of Unit 4. All nine (9) completed the role plays, "Approaching Personal Contacts," and thus practiced approaching personal contacts. Of the criteria on the role play checklist, the most common omissions by the students were the following: "Asks about training for jobs at worksite"(missed by 6 students). "Tells contact about job s/he would prefer" (missed by 8 students). "Mentions skills/training and/or experience which may not be known by contact" (missed by 7 students)..

UNIT 4: EMPLOYMENT AGENCIES and PERSONAL CONTACTS (Cont.)

Performance Criteria	Evaluation of Mastery	
<u>Criterion No. 4</u> The students will have identified various specific personal contacts they could utilise in finding a job or training and listed some of those contacts: <u>SOURCE OF EVALUATIVE DATA:</u> Possible Personal Contacts	 The LSRs provided the following summarized list of the number and variety of contacts from each group.	
		Bridgport Group F
	1. Family I see often	4
	2. Family I don't see often	1
	3. People I think of as friends	4
	4. People who are friends of my friends	1
	a) Those I know	3
	b) Those I don't know	3
	5. People in my neighborhood	5
	a) Those I know	3
	b) Those I don't know	0
	6. People at work	2
	a) Those I know	1
	b) Those I don't know	1
	7. People in my church or club	0
	a) Those I know	0
	b) Those I don't know	0
	8. People I knew in the Service	0
	a) Those I still see	0
	9. People I knew in school	2
	a) Those I still see	2
	b) Those I don't see	2
	10. People I used to work with	0
	a) Those I still see	1
	b) Those I don't see	2
	11. People I see often but don't really know	3
	12. People I know from the Life Skills Program	0

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Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria

The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.

Evaluation of Mastery

GROUP F Bridgeport WIN Orientation (8 Students)

Of the eight students the LSC judged that two completed all of performance criteria for an appropriate Personal Data Form and Employment Application Form. The remaining six students either missed the criteria on correct spelling or on correct grammar.

EVALUATIVE RECOMMENDATION

The LSC judged that those students who had incorrect spellings or incorrect grammar made errors on both forms. The evaluator recommends that the students who make grammatical or spelling errors should be so advised and asked to correct their mistakes on a second draft of a form or at least on the second form. Rating sheets on the corrected forms or the forms themselves should then be turned in as evaluative data.

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

Evaluation of Mastery

GROUP F Bridgeport WIN Orientation (7 Students)

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

The students did not have time to practice employment interviews; thus the LSC had to rate their interview skills subjectively. The following are his most frequent post ratings of the group member's mastery of Unit 9 skills on a (low) 1 - 5 (high) scale:

- | | |
|--|-----|
| 2) Can demonstrate effective verbal responses to questions about job objectives. | 3.5 |
| 3) Can demonstrate effective verbal responses to questions about work history and education. | 4. |
| 4) Can demonstrate effective verbal responses to questions about his/her personal life. | 3. |
| 5) Has knowledge of verbal and non-verbal behaviors perceived as negative by interviewers. | 4. |
| 6) Can demonstrate effective alternatives to negative behaviors. | 4. |
| 7) Has knowledge of verbal and non-verbal behaviors perceived as positive in the interview | 4. |
| 8) Can complete satisfactorily simulated employment interviews. | 3.5 |

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Learner Outcome Objective: Upon completion of Unit Four, adult participants will devise strategies for: identifying and utilizing personal and professional contacts they can use to find out about and get jobs or training

Performance Criteria

Evaluation of Mastery

The students will have practiced their ability to approach personal contacts.

SOURCE OF EVALUATIVE DATA:

Role Play Checklist:

Approaching Personal Contacts

GROUP J WIN Orientation (4/25/78) (20 Students) BRIDGEPORT

The LSC rated twenty (20) students on the Role Play Checklist, "Approaching Personal Contacts." The Checklist includes fifteen (15) performance criteria deemed necessary in a role play with a personal contact.

Of the twenty (20) students, the LSC judged that one (1) successfully completed all of the fifteen performance criteria on the Checklist. The remaining nineteen (19) students completed from 14 to 9 of the performance criteria. The average number of completed criteria for all students was 11.35. There were three (3) criteria most commonly missed by the students. They were:

#7 - "Asks if contact likes job at worksite"

#8 - "Tells contact type of job s/he would prefer"

#9 - "Mentions skills/training and/or experience which may not be known by contact"

Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria	Evaluation of Mastery
The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.	<u>GROUP J WIN Orientation (25 Students) BRIDGEPORT</u> Of the possible twenty-five (25) students, nineteen (19) worked on "Personal Data" forms and "Employment Application" forms. Of these nineteen (19) students, the LSC judged that thirteen (13) or 68% successfully completed all the performance criteria for both forms. Of the remaining six (6) students, one (1) student completed all the performance criteria except for spelling all words correctly and one (1) student completed all criteria except for correct grammar. The remaining four (4) students completed all of the performance criteria except for spelling and grammatical errors. <u>EVALUATIVE RECOMMENDATION</u> For those students who have spelling and grammatical errors on their forms, the evaluator would recommend that the forms be considered as first drafts and should, therefore, be re-done until correct.

UNIT 1

Learner Outcome Objective: Upon completion of Unit One, adult participants will identify those personal characteristics and experiences that have important implications for career decision-making

Performance Criteria	Evaluation of Mastery
The students will have identified and described (1) their interests, (2) their abilities, and (3) job aspects which they value for future employment. <u>SOURCES OF EVALUATIVE DATA:</u> Outline for the Who I Am Presentation and/or Checklist for the Who I Am Presentation and/or Student Progress Evaluations	<u>GROUP K WIN Orientation 5/78 (7 Students) BRIDGEPORT</u> The LSC completed Checklists for the "Who I Am Presentations" for six (6) of the seven (7) students. The LSC rated that all six (6) students appropriately identified and described their interests and job aspects which they value for future employment. Five (5) of the six (6) students appropriately identified their abilities defined to mean "something one does well, a skill one has, or something one has been trained to do." One student, according to the LSC did not appropriately identify and describe her abilities. For the one student who did not complete a "Who I Am Presentation," the evaluator reviewed her "Student Progress Evaluation." The student stated that she had learned <u>a great deal</u> about her interests, abilities, what is important and not important to her in a job, and how what she is and what she has done in the past is connected to her future job choice.
The students will have identified a tentative job choice and will have related this choice to their interests abilities, personal characteristics and job characteristics. <u>SOURCES OF EVALUATIVE DATA:</u> Outline for the Who I Am Presentation and/or Checklist for the Who I Am Presentation and/or Student Progress Evaluations	The LSC determined that all six students who completed the "Who I Am Presentations" had identified tentative job choices.

UNIT 9

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

Evaluation of Mastery

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

GROUP K WIN Orientation (25 Students) BRIDGEPORT

Of the original twenty-five (25) students, twelve (12) went through Unit 9. According to the LSC, there was not enough time for students to practice employment interviews. Thus, in the post-rating of the students, for the item:

"Can complete satisfactorily simulated employment interview"

the LSC necessarily based his judgment subjectively on the student responses to Unit 9 discussion. His most commonly chosen rating for this item, on a 1-5 scale, was 3, although all ratings for students 3, 4, or 5. (For one (1) student, the rating was based on need for bi-lingual interviewer).

The students were also rated on steps which were determined to be necessary for successful interviews. The most frequently chosen ratings of the students on these steps (items) are the following:

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

<u>ITEM</u>	<u>RATING</u>
2. Can demonstrate effective verbal responses to questions about job objectives.	3
3. Can demonstrate effective verbal responses to questions about work history and education	3
4. Can demonstrate effective verbal responses to questions about his/her personal life	3
5. Has knowledge of verbal and non-verbal behaviors perceived as negative by interviewers.	4
6. Can demonstrate effective alternatives to negative behaviors	3
7. Has knowledge of verbal and non-verbal behaviors perceived as positive by interviewers	4

Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria	Evaluation of Mastery
The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.	<u>GROUP K - WIN ORIENTATION - BRIDGEPORT (7 Students)</u> The LSC rated both the Personal Data Forms and the Employment Application Forms of the seven students. He found that four performance criteria were successfully completed by all students. They are the following: 1) Has completed all sections or has explained why some sections are incomplete. 2) Has handled sensitive questions well. 5) Has completed form neatly. 6) Has completed a form which creates a positive overall impression. Three (3) of the (7) students did not fulfill Criterion No. 3 for both forms. 3) Has spelled everything correctly. One (1) of the (7) students did not fulfill Criterion No. 4, for both forms. 4) Has used correct grammar. <u>EVALUATIVE RECOMMENDATION</u> It would appear that the LSC should employ individual conferences with the students to review the grammar and spelling on the written forms and should work with the students until forms are correct.

UNIT 9

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Evaluation of Mastery

GROUP K - WIN ORIENTATION - BRIDGEPORT (7 Students)

Due to limited time, most of the students did not practice employment interviews. The LSC was asked to rate the students on "Can complete satisfactorily simulated employment interviews."

The rating, in this case, was of necessity based on the students' discussion in class. On a 1 - 5 scale, the LSC rated the students' ability to complete a satisfactory interview as either 3, 4, or 5. His most frequently chosen ratings were 3 and 4.

When requested to comment on their feelings about job interviews on pre-post ratings, one student on the Pre-Rating stated, "Nervous, sometimes" and on the Post-Rating, "Curious."

Performance Criterion

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

Evaluation of Mastery

(Group K Continued)

Students were asked to describe their feelings about job interviews on a pre-post Unit 9 basis. Included were the following:

Pre-Comments

Post-Comments

Student A

"I hate them - I freeze up"

"Hate them still."

Student B

"Nervous, anxious"

Learner Outcome Objective: Upon completion of Unit One, adult participants will identify those personal characteristics and experiences that have important implications for career decision-making

Performance Criteria

Evaluation of Mastery

GROUP L - WIN ORIENTATION (6/78) - (4 Students) BRIDGEPORT

The students will have identified and described (1) their interests, (2) their abilities, and (3) job aspects which they value for future employment.

SOURCES OF EVALUATIVE DATA:

Outline for the Who I am Presentation
and/or
Checklist for the Who I Am
Presentation
and/or
Student Progress Evaluations

The students will have identified a tentative job choice and will have related this choice to their interests, abilities, personal characteristics and job characteristics.

SOURCES OF EVALUATIVE DATA:

Outline for the Who I Am Presentation
and/or
Checklist for the Who I Am
Presentation
and/or
Student Progress Evaluations

The LSC completed a Checklist for the "Who I Am Presentation" for three (3) of the four (4) students. For those three (3) students, he indicated that all three had appropriately described their interests; two (2) of the three (3) had appropriately indicated skills or things they do well (their abilities); and all three (3) had indicated job aspects which they value for future employment. The one (1) student who did not complete a "Who I Am Presentation" on the Student Progress Evaluations indicated that she had learned a lot about her interests, abilities, and what is important/not important to her in a job.

On the Checklist for the Who I Am Presentation, the LSC indicated that all three (3) students who completed the presentation identified a tentative job choice. All four (4) of the students were asked on the Student Progress Evaluations to evaluate what they had learned about themselves in relation to their future job choice. Their most common rating was a lot.

Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria

The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.

Evaluation of Mastery

GROUP L - WIN ORIENTATION (6/78) - BRIDGEPORT (4 Students)

The LSC judged that all but one of the students completed all of the performance criteria for both the Personal Data Form and the Employment Application Form. The only performance criterion missed on both forms by the one student was No. 4 - Has used correct grammar.

UNIT 9

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Evaluation of Mastery

GROUP L - WIN ORIENTATION 6/78 (3 Students) BRIDGEPORT

Although the students discussed the performance criteria necessary for a positive interview, they did not practice a simulated interview. The LSC rated them on, can complete satisfactorily simulated interview based on their discussions only. He rated them all at 3 on a 1 - 5 scale.

EVALUATIVE RECOMMENDATION

Since there were only three (3) students, the evaluator judges that time should have been set aside for practice on interview skills - with or without the videotape. The interviews could have replaced Unit 8, for example.

UNIT 10

Learner Outcome Objective: Upon completion of Unit Ten, adult participants will develop problem-solving strategies to successfully deal with on-the-job problem situations; additionally, they will analyze work habits that tend to avoid or minimize problem-causing situations.

Performance Criteria

Evaluation of Mastery

GROUP L - WIN ORIENTATION (6/78) - BRIDGEPORT (4 Students)

The students will have identified and discussed six major areas of difficulty that have the potential for creating problems:

1. breaking into the new job
2. making mistakes on the job
3. getting along with co-workers
4. dealing with authority
5. managing time on the job
6. absenteeism

The LSC completed post-ratings of students on their knowledge of major problem areas on the job. He most commonly rated them overall at 4 on a (low) 1 - 5 (high) scale. The students themselves also rated their gain of knowledge in these six areas as a result of Unit 10. They most commonly rated themselves at 5 on a (low) 1 - 5 (high) scale.

Source of Evaluative Data

Pre-Post Ratings of Students: LSEs

Post Progress Evaluations: Students

BRIDGEPORT EVENING CLASSES

GROUP M

DESCRIPTION OF HOW TRAINING WAS MADE SITE SPECIFIC

The evening class held at the Bridgeport Central High School was recruited from the community-at-large by paid newspaper advertisements, Public Service Radio Announcements, posters, and agency referrals.

The pre-determined curriculum was advertised as Unit 1: Who I Am and Where I Want to Go; Unit 4: Employment Agencies and Personal Contacts; Unit 8: Looking Good on Paper; and Unit 9: The Job Interview. It was with these instructional expectations that the program participants responded to the program and registered with the Bridgeport ABE program for the course.

UNIT 4

EMPLOYMENT AGENCIES and PERSONAL CONTACTS

As a result of Unit 4, participants will devise strategies for: Identifying and utilizing personal and professional contacts they can use to find out about and obtain jobs or training

Performance Criteria

The students will have practices their ability to approach personal contacts

SOURCE OF EVALUATIVE DATA

Role Play Checklist:

Approaching Personal Contacts

Evaluation of Mastery

GROUP M - BRIDGEPORT EVENING CLASS 4/25/78 (10 Students)

The LSC completed checklists on the role plays of personal contacts for all ten (10) students). He found that all students successfully completed the following performance criteria on the checklist:

#2 Tells contact he would like to find out more about contact's job and/or information about jobs.

#10 Asks if one may use contact's name as a reference.

14 Gives own telephone number to contact (if doesn't have it.)

15 Thanks contact for information/time

For the remainder of the items on the Checklist, one or more students did not fulfill the criteria. These items are listed in increasing order of difficulty as indicated by number of students who did not complete them.

ITEM

	# of Stndt Missing Item	# of St Comp.
#1 Mentions interest in discussing jobs early in conversationl.	1	9
#7 Asks if contact likes job at work site.	1	9
#13 Asks contact to be in touch if s/he has further information.	1	9
#12 Asks if contact would mind a telephone call for further questions.	2	8
#6 Asks about experience needed for jobs at work site.	3	7
#3 Asks if this is a convenient time for contact to discuss his/her job situation.	4	6
#11 Asks if contact knows of other places to apply for jobs.	4	6

Learner Outcome Objective: Upon completion of Unit Four, adult participants will devise strategies for: identifying and utilizing personal and professional contacts they can use to find out about and get jobs or training

Performance Criteria	Evaluation of Mastery		
The students will have practiced their ability to approach personal contacts. <u>SOURCE OF EVALUATIVE DATA:</u> Role Play Checklist: Approaching Personal Contacts	(GROUP M Continued)		
	ITEM	of Stdnt. <u>Missing Item</u>	# of Stdnt. <u>Comp. Item</u>
	#4 Asks contact how to get job and who to see at work site.	5	5
	#5 Asks about training for jobs at worksite.	6	4
	#9 Mentions skills, training and/or experience which may not be known by contact.	7	3
	#8 Tells contact type of job s/he would prefer.	8	2

UNIT 4: EMPLOYMENT AGENCIES and PERSONAL CONTACTS (Cont.)

Performance Criteria

Evaluation of Mastery

The students will have identified various specific personal contacts they could utilize in finding a job or training and listed some of those contacts:

SOURCE OF EVALUATIVE DATA:

Possible Personal Contacts

The LSEs provided the following summarized list of the number and variety of contacts from each group.

	Bpt. Group M
1. Family I see often	5
2. Family I don't see often	6
3. People I think of as friends	9
4. People who are friends of my friends	2
a) Those I know	4
b) Those I don't know	3
5. People in my neighborhood	2
a) Those I know	5
b) Those I don't know	1
6. People at work	0
a) Those I know	2
b) Those I don't know	0
7. People in my church or club	1
a) Those I know	4
b) Those I don't know	1
8. People I knew in the Service	0
a) Those I still see	1
9. People I knew in school	4
a) Those I still see	8
b) Those I don't see	3
10_ People I used to work with	2
a) Those I still see	5
b) Those I don't see	4
11. People I see often but don't really know	5
12. People I know from the Life Skills Program	0

Description of DATAHR

DATAHR, Inc., is a private vocational rehabilitation, non-profit agency. Formerly a sheltered workshop, DATAHR, Inc. expanded to its present capacity during the past year. Consequently, the participants in this program were highly heterogenous in terms of disability.

Cerebral Palsy, brain damage, emotionally disturbed, learning disabled, educable retarded, and multiple amputation were the kinds of life problems which faced this group. The specific employability skills that this group needed were: creating a positive impression in a job interview, identifying potential work related problems before they occur.

GROUP N - DATAHR - BRIDGEPORT

HOW TRAINING WAS MADE SITE SPECIFIC:

It was assumed that the students might not have appropriate verbal abilities for some of the discussion activities; thus the LSC emphasized the concrete tasks in the units.

UNIT 8

Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria

Evaluation of Mastery

DATAHR - GROUP N - 9 STUDENTS

The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.

According to the LSC, all students completed all of the performance criteria for successful completion of both the Personal Data Form and the Employment Application Form.

UNIT 9

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Evaluation of Mastery

DATAHR - GROUP N - 9 STUDENTS

According to the LSC, there was not enough time for all students to complete an employment interview. In post-ratings of the students, the LSC rating of

"Can complete satisfactorily simulated employment interview"

was based on a subjective judgment of the student's responses to Unit 9 discussion. His most commonly chosen rating of this item on a 1-5 scale was 3.

For two of the performance criteria determined as necessary for a successful student interview, the LSC was more positive about student outcomes:

"Has knowledge of verbal and non-verbal behaviors perceived as negative by interviewers," and

"Has knowledge of verbal and non-verbal behaviors perceived as positive by interviewers."

The LSC, on a 1-5 scale, most frequently rated the students at 5.

The most frequent LSC ratings of students for the remaining performance criteria deemed necessary for successful interviews are the following:

<u>ITEM</u>	<u>RATING</u>
2. Can demonstrate effective verbal responses to questions about job objectives.	3
3. Can demonstrate effective verbal responses to questions about work history and education.	3
4. Can demonstrate effective verbal responses to questions about his/her personal life	3
6. Can demonstrate effective alternatives to negative behaviors.	3

Students were asked to describe their feelings about job interviews on a pre-post Unit 9 basis: Included were the following:

UNIT 9

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Evaluation of Mastery

DATAHR - GROUP N - 9 STUDENTS (Continued)

PRE COMMENTS

Student A

"I don't like them because I always say the wrong things."

Student B

Student C

POST COMMENTS

"I think it can be very helpful."

"I liked it very much only I feel that when I go for one 'I know I'll be nervous.'"

"They make me a little nervous."

Description of KENNEDY CENTER Group

The Kennedy Center is a sheltered workshop for educable to severely retarded adults. The workshop helps to develop a marketable employment skill for the participants. The Center also provides skill training in independent living (e.g. money management, basic nutrition, hygenics, etc.) for the participants. The Kennedy Center Job Developer assembled approximately 18 participants for job preparation skills training. For this group, the Job Developer expressed the need for the following job preparation skills: correctly completing job applications, creating a positive impression at a job interview, identifying potential work-related problems before they occur.

HOW TRAINING WAS MADE SITE SPECIFIC:

The LSC chose Units 8, 9, 10. It was assumed that the students might not have appropriate verbal abilities for some of the discussion activities. Thus, the LSC emphasized the concrete tasks in the units.

UNIT 8

Learner Outcome Objective: Upon completion of Unit Eight, adult participants will prepare thoroughly an employment application form in a manner that will make a favorable impression upon a prospective employer.

Performance Criteria

The students will have completed a "Personal Data Form" and Employment Application Form which, in the perception of the LSC, would impress an employer favorably.

Evaluation of Mastery

Group 0 - Bridgeport - Kennedy Center - 11 Students

Of the original fifteen (15) students, eleven (11) completed Personal Data Forms and Employment Application Forms. In the judgement of the LSC, all of the students successfully completed the following performance criteria on both forms:

- 1) Has completed all sections or has explained why some sections are incomplete
- 2) Has handled sensitive questions well
- 3) Has spelled everything correctly
- 4) Has used correct grammar
- 5) Has completed form neatly
- 6) Has completed a form which creates a positive overall impression

The LSC judged that all but two students met the following performance criteria on both forms:

- 2) Has handled sensitive questions well
- 4) Has used correct grammar

EVALUATIVE RECOMMENDATION

For those students who do not meet the performance criteria on the first drafts of their Personal Data Sheets and Employment Application Forms, the LSC should expect a second corrected draft. These second drafts should be rated according to the performance criteria and should be turned in as evaluative data.

UNIT 9

Learner Outcome Objective: Upon completion of Unit Nine, adult participants will present themselves effectively to prospective employers through interview situations.

Performance Criteria

The students will be able to complete an employment interview, which, in the judgment of the other students and the LSC, would impress an employment interviewer favorably.

SOURCES OF EVALUATIVE DATA

Interview Rating Sheets
and/or
Student Progress Evaluations
and/or
LSC Pre/Post Ratings of Students
and/or
Student Comments

Evaluation of Mastery

Group 0 - Bridgeport - Kennedy Center (15 students)

As a result of limited time, not all students were able to complete employment interviews. Thus, the LSC rating of the students on Post Unit 9 Rating Sheets was based on subjective judgement of the students' responses to Unit 9 discussion. The LSC rated all students on a 1 - 5 scale.

"Can complete satisfactorily simulated employment interview"

He judged most frequently that the students could perform at 3 or better on the scale, with only one student falling at 2 and none falling at 1. In a rating of a step leading up to successful completion of employment interview:

"Has knowledge of verbal and non-verbal behaviors perceived as negative by interviewers"

the LSC most frequently rated the students at 4. The LSC was more confident of students' recognition of appropriate interview behaviors than the application of those behaviors.

UNIT 10

Learner Outcome Objective: Upon completion of Unit Ten, adult participants will develop problem-solving strategies to successfully deal with on-the-job problem situations; additionally, they will analyze work habits that tend to avoid or minimize problem-causing situations.

Performance Criteria	Evaluation of Mastery
The students will have identified and discussed six major areas of difficulty that have the potential for creating problems: 1. breaking into the new job 2. making mistakes on the job 3. getting along with co-workers 4. dealing with authority 5. managing time on the job 6. absenteeism <u>Source of Evaluative Data</u> Pre-Post Ratings of Students: LSEs Post Progress Evaluations: Students	<u>Group O - Bridgeport - Kennedy Center (11 students)</u> On the Post Progress Evaluations for Unit 10, the students were asked to rate "As a result of Unit 10, how much have you learned about problems that can occur when you are?" a) getting used to the job b) making mistakes on the job c) trying to get along with co-workers d) dealing with authority e) trying to manage your time on the job f) absent often Overall, for these problems on a scale of 1-5, the students most frequently rated their post-knowledge as a <u>5</u>. The LSC on his post ratings most frequently rated the students at <u>4</u> on their knowledge of the specific problems that can develop.

Summary and Recommendations

The LSCs typically work with an agency such as, WIN; Continuing Education-Stamford; CETA, to develop an appropriate curriculum for a group of students. The students vary from retarded adults, to students aged 16-21 in YETP programs, to sophisticated adults attempting to change job directions. Typically, there is time only to offer one, or at the most, three units of the A.L.S.P. The LSCs have chosen from the A.L.S.P. Units 1, 2, 4, 5, 8, 9, 10. (Units 1, parts of 4, 8, 9, 10 were used most frequently). In the section on Evaluation of Specific Performance Criteria, the evaluator noted mastery/non-mastery of the performance criteria by unit and by group. Unit-by-unit summaries and recommendations for Units 1, 2, 4, 5, 8, 9, 10 are offered in this section.

UNIT 1 - Who I Am and Where I Want to Go

The performance criteria for Unit 1 are:

- 1) The students will have identified and described (1) their interests, (2) their abilities, and (3) job aspects which they value for future employment;
- 2) The students will have identified a tentative job choice and will have related this choice to their interests, abilities, personal characteristics and job characteristics.

The students were best able to demonstrate mastery of these performance criteria in one of two ways. They either completed the "My Interests and Abilities" form in the Unit 1 manual, or they gave "Who I Am" presentations. Some completed both exercises, and provided excellent evaluative data.

For Criterion #1, the analysis of the data indicated that most students were willing and able to discuss their interests. Many students

were able to describe their skills and abilities. Here, however, some students, especially the younger students, had difficulty or were hesitant in naming their personal abilities. It is possible that younger students perceive "ability" as "school-related." If they have not had success in school, they may not perceive themselves as having "skills" or "abilities," and thus, need more time and further discussion to consider skills which are not academically related. For these students especially, it would seem important to complete "Who I Am" presentations in the group so that students may hear and think about a broad variety of skills. Here, the LSC could provide a model for this activity by describing some of his/her own skills (emphasizing the non-academic).

For Criterion #2, the LSCs determined on the "Checklist for the Who I Am Presentations" or the Post Unit 1 Student Ratings that most students had made a tentative job choice. Again, the younger students had more difficulty with this criterion than the adults. The Unit 1 curriculum does not emphasize relating this choice to the students' interests, abilities, personal characteristics and job characteristics. This objective is more appropriate for Unit 5. If Unit 1 is chosen by the LSC as the only unit to be offered, the evaluator recommends adding the sections from Unit 5, "The Steps in Making a Choice," "What Is My Situation," and "What is Important to Me in Choosing a Job."

UNIT 2 - Ten Occupational Fields: How Do I Explore Them?

The performance criterion for Unit 2 is:

The students will have used a set of previously defined job categories to explore (1) job fields, and (2) specific jobs in a structured way.

This unit takes a long period of time; the material easily becomes dated or is inappropriate for sophisticated populations, and sometimes the students refuse to consider more than one field/job because they have their mind set on one particular area. Still, the LSCs indicate that students frequently make unrealistic job choices given the job market or their own training and abilities. Frequently, they have unrealistic salary expectations.

The evaluator recommends that some learning experiences revolving around a systematic approach to choosing jobs based on a match between the job market and the person ought to be offered to most students taking the "Life Skills" or "Employability Skills" series. Perhaps a computerized occupational information system is the most logical approach to this objective.

UNIT 4 - Employment Agencies and Personal Contacts

The performance criterion used by the LSC for Unit 4 is:

The students will have practiced their ability to approach personal contacts.

The major evaluative instrument is the "Role-Play Checklist Approaching Personal Contacts." The LSC who most frequently uses this activity reported on the Checklists that the students as a group complete at least 50% of the performance criteria. The most commonly missed criterion is:

"Mentions skills/training and/or experience which may not be known by contact."

Since this criterion is commonly missed, the evaluator recommends that the LSE model the first role-play in the class and emphasize his/her own skills/training and/or experience in the role. S/he should then discuss

with the class how s/he emphasized his/her training, skills and experience. This procedure should also help more students to complete more of the performance criteria in the role-plays.

UNIT 5 - Choosing A Good Job for Myself

If Unit 1 is used as the sole curriculum for a class the evaluator recommends that the following worksheets from Unit 5 be used in conjunction with Unit 1: (See discussion: Unit 1)

"The Steps in Making a Choice"

"What Is My Situation"

"What is Important to Me in Choosing a Job"

UNIT 8 - Looking Good on Paper

Unit 8 is an excellent example of how the basic academic competencies of reading and writing can be related to employability skills. The learning outcome for Unit 8 is:

The students will have completed a Personal Data Form and an Employment Application Form which in the perception of an LSC would impress an employer favorably.

The students generally complete the performance criteria for successful completion of the forms. The evaluator noted two types of errors. The first might be classified as an error of inattention to detail or to apathy. The students making these errors were checked by the LSC as not having completed all sections of the form or not having completed the form in a manner "which creates a positive overall impression." One LSC noted that when her students made these errors on the first form she provided corrective feedback, and their second forms improved.

Some students, however, missed the performance criteria on correct spelling and grammar. In these cases, the evaluator recommends that the

LSC should expect a second of the forms with correct spelling and grammar. These second forms should be rated and turned in as evaluative data.

UNIT 9 - The Employment Interview

This unit was the most commonly used from the A.L.S.P. The students seemed to attach a great deal of importance to their performance on the interviews and frequently indicated nervousness. The younger students were most expressive about their "interview fears." One LSC reported that one student skipped classes because she was afraid to be interviewed. When she returned, the class talked her into giving an interview and she reported positive feelings. The older adults reported that the interview helped to improve their confidence and a planned approach to an interview. In order to alleviate some of the nervousness it would appear that the younger students need more preparatory experiences before they actually give an interview in front of the class. Perhaps they should pair off to interview each other or at least they should have a practice interview before they are videotaped.

For Unit 9 the evaluator would recommend as many practice sessions with as many interviewers as possible.

Sometimes, due to time limitations, students did not complete employment interviews; then the evaluation tools for Unit 9 became the Post Unit 9 Progress Evaluations completed by LSCs and students. On these subjective ratings, the LSCs and students felt that they had gained average knowledge of interview skills. The evaluator recommends that for future classes, the LSC should allow time for all students to give at least one interview for application of skills discussed and demonstration of competence.

Where interviews were completed, in general, most students completed most criteria. The most commonly missed criterion was:

"Avoids mentioning personal weaknesses or making negative statements about self."

Apparently, some students have difficulty projecting themselves positively. This difficulty was indicated in Unit 4 where students commonly missed the criterion of mentioning skills, training and experiences which might not be known by a personal contact; and in Unit 1 where students had difficulty in defining skills or their own specific abilities. The evaluator recommends adding objectives to Life Skills classes whereby students can discover and talk about personal competencies.

UNIT 10 - Habits That Help

The LSCs typically added this unit to classes with students who had never held jobs. Frequently, the students would rate their mastery of positive work habits (Post Unit 10) higher than the LSCs would rate them. The evaluator assumes that this higher rating may result from the social desirability of having positive work habits. Since the students want to be perceived as having good habits, they rate themselves highly. The rating from both the students and the LSCs is based on subjective data, as there is no activity at the application stage in Unit 10. The evaluator recommends that consideration be given to adding a role-play activity to the unit in which the students can practice good habits on the job. A Checklist and performance criteria to accompany the role-play should then be developed to determine the extent to which the students had demonstrated the required behaviors. Since one of the Group A adults who is an experienced worker had suggested an update of Unit 10, the evaluator

further recommends that the activities of Unit 10 be critiqued by the C.C.E.P. staff, then revised if deemed necessary.

Overall, it would appear that as class groups the students have mastered the performance criteria in the units presented by the LSCs. The activities at the application stage by unit (Who I Am Presentations, Role Plays: Approaching Personal Contacts, Employment Application, and Job Interview) are time-consuming, but appear critical for the students to practice behaviors and receive feedback from the group. (The students also learn as spectators of others' performances).

The comments from the students Pre and Post Unit 9 indicate the importance and effect (nervousness they attach to job interviews. Many indicate extreme nervousness even after they have gone through Unit 9; "I hate them," "I freeze up."). For Unit 9 the evaluator would encourage as many practice sessions with as many interviewers as possible, even if the students interview each other.

The activities at the practical application stage also provide the best indication of mastery of the objectives of the unit. Where the students did not complete "Who I Am Presentations" or "Job Interviews," the LSC and the evaluator had to depend on more subjective perceptions by the LSC and students to ascertain whether the performance criteria were mastered. As plans are developed for future classes, the objectives and time frame should include Application Stage activities.

The plans for the second project year include more flexibility with the A.L.S.P. and evaluation strategies. The staff in the C.C.E.P. has learned the strengths and limitations of the A.L.S.P. for varying class

groups. The LSCs develop classes by going out to various sponsors rather than asking the students to come in to a specific "Center" site. The needs vary greatly from site to site, and in addition to the spin-off groups considered in this report, requests have been made for units on assertiveness training, values clarification, advancement strategies, and the LSCs have responded with units in these areas.

In order to properly plan, manage, and evaluate these outreach activities, the following procedures are being implemented:

- 1) With the help of the project director, the LSCs establish objectives for each class group with which they work;
- 2) With the help of the project evaluator, the LSCs establish evaluation strategies for each of the objectives. The evaluator and the LSC mutually decide on appropriate evidence or documentation that will indicate that the objectives have been completed.
- 3) The evaluator will collect this documentation and will report on the extent to which the objectives have been completed in the final evaluation report.

In addition to reporting the extent to which learning outcomes or performance criteria have been completed, the evaluator recommends that the following data be recorded for the second project year:

- 1) Since retention of students is frequently a concern in adult basic education and CETA programs, the evaluation should include some measure of the effectiveness of this program in retaining adults in classes;
- 2) Since the LSCs develop classes in conjunction with sponsoring agencies, the degree to which the agency perceives that Life Skills training has impacted on the clients should be evaluated;

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- 2) Since the LSCs develop classes in conjunction with sponsoring agencies, the degree to which the agency perceives that Life Skills training has impacted on the clients should be evaluated;
- 3) The evaluator should follow up on those students who participated in the Life Skills classes in the last project year to determine what impact the training had on their "employability."